COMMUNICATION SKILLS IN ENGLISH

FIRST SEMESTER

B.A/B.Sc/B.Com/B.B.A

COMMON COURSE IN ENGLISH

(2012 Admission Onwards)

UNIVERSITY OF CALICUT

SCHOOL OF DISTANCE EDUCATION

Calicut University, P.O. Malappuram, Kerala, India-673 635

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UNIT I

BASICS OF PHONETICS

Objectives

This module will help

a. To understand the basics of "Phonetics".
b. To familiarise the students with the sounds and symbols of English.
c. To identify the various reasons for incorrect pronunciation.
d. To understand the Syllable, Word stress and Intonation
e. To help students learn to pronounce vowels, diphthongs and consonant sounds properly.
f. To familiarize the students with transcription, strong forms and weak forms of words.

Introduction

The international language, English is a window to the outside world. As a global language it has a unique status . English has no one-to-one correspondence between the letters of the alphabets and the sounds they represent. For example, the letter /i/ is pronounced differently in "ink" and "ice". The letter /K/ in "keep" and /C/ in "cat"is pronounced alike . In English, one letter of the alphabet stands for more than one sound. Thus there is no one to one relationship between spelling and pronunciation.

It is a fact that some speakers of English attract us with their good command of language with correct pronunciation. English is a foreign language and we are not the native speakers of English. In India it is a second language and so there exists a serious problem with regard to the correct pronunciation of the English words. Since there are varieties of English spoken in different parts of the world, we often come across, incorrect pronunciation and mispronunciations.

Some of the reasons for incorrect pronunciation are given below:

1. In countries where English is the native or first language, the children get enough exposure to English. They learn to respond to sounds and tones which their elders habitually use while talking to them. Later they imitate and learn to speak in the mother tongue accent.
2. In countries like India where English is a second or foreign language, children listen to wrong sounds and tones spoken by their teachers or grownups. Thus they tend to pick up faulty pronunciation. This happens mainly due to their lack of sufficient exposure to the right variety of the language.
3. Very often we tend to speak English as we speak our mother tongue. Thus due to the influence or interference of our mother tongue we make a number of mistakes.

The Phonetic Alphabet

The twenty six letters of English alphabet are used for writing English. There are differences between the writing and pronunciation of English. So we need more alphabets to represent all the speech sounds in English. The distinctive sound units that help to pronounce are the phonemes. Phoneme is the minimal sound unit. There are 44 phonemes in English. The study of phonemes is known as phonology. The 44 sound units in English contain 44 symbols. These symbols are classified as given below;

Total Sounds 44

↓

Consonants 24 + Vowels 20

↓

(Pure Vowel 12 + Diphthongs 8)

IPA (International Phonetic Alphabet)

These are the alphabets accepted by the International phonetic Association **to** represent all the sounds that exist in all the languages of the world. These alphabets are based on the Roman alphabets.

Received Pronunciation (RP)

Since English is a world language, it is spoken in every parts of the world. In some countries like U.K, U.S.A, Canada and Australia, English is the native or first language. But in countries like China, Pakistan, India etc, English is the second language or non-native language. As there are variations in accent, tones and pronunciation, it is essential for us to follow a standard variety of English that is received or accepted by all people in the world. Such a native regional variety with an accepted accent that has gained a social prestige and status is known as the Received Pronunciation (RP) of English . It is the pronunciation of the people of South East England and is used by all educated English speakers all over the world.

Misconception about sounds

There are 26 letters in English and so most of us believe that there are only 26 sounds in English. Because of this misconception most of the Indian students fail to get acquainted with the right pronunciation and accent. Actually, though there are 26 letters, there are 44 different sounds in English. An alphabet is different from the sound. Look at the following words

1) cat, 2) keen, 3) occasion, 4)Chemistry

in these words c, k, cc and ch have /k/ sound. Sometimes same alphabets may have different sounds.

1) Chemist
2) Character
} 'Ch' give /k/ sound

3) Cheese
4) Chess
} 'Ch' give / tʃ / sound

Transcription

To indicate standard sounds in English there are some standard symbols. These symbols that are accepted by the educated class of people are known as IPA (International Phonetic Alphabet). Using standard symbols for standard sounds is known as Transcription. There are two types of transcriptions (1) Broad Transcription and (2) Narrow Transcription or phonetic and phonemic transcription.

Vowels

Vowels are pronounced with an open tract and so there is no formation of air pressure at any point above the glottis. A vowel is a sustainable vocal sound made without audible stopping of the breath or friction in its passage out through the mouth. A vowel sound, the quality of which does not changes over the duration of the vowel is called a pure vowel. There are 12 pure vowel sounds in English which are given below with examples.

PURE VOWELS

1. /ɪ/as in *sit* /sɪt/
2. /i:/as in *beat* /bi:t/
3. /e/ as in *bet* /beg/
4. /æ/as in *sat* /sæt/
5. /ɑ:/as in *farm* /fɑ:m/
6. /ɒ/ as in *got* /got/
7. /ɔ:/ as in *all* /ɔ:l /
8. /ʊ/ as in *put* /pʊt/
9. /u:/ as in *fool* /fu:l/
10. /ʌ/ as in *but* /bʌt/
11. /ɜ:/ as in bird /bɜ:d/
12. /ə/ as in *ago* /əgəʊ/

Vowel sounds may appear in the initial, medial or final position. Examples are given below:

Sound	Position	Examples
| i:|	Initial	Eat, each
	Medial	Piece, thief, seed, dream
	Final	See, pea, key
| i| or /I	Initial	It, in, ink
	Medial	Silk, thick, slip, hit, city
	Final	Duty, beauty, lonely, quickly
| e|	Initial	Empire, enter, exist
	Medial	Bed, dead, head, wet, red
	Final	Doesn't occur in the final position
|æ|	Initial	Actor, axe, apple
	Medial	Bank, man, sad, mango
	Final	Doesn't occur in the final position
| ʌ |	Initial	Utter, uplift, understand
	Medial	Bus, dull, dust, gun, munch
	Final	Doesn't occur in the final position

|ɑ:|	Initial	Aunt, art, answer
	Medial	Car, hard, farm, march, fast
	Final	Car, bar, jar
| ɔ |	Initial	Office, oxygen,
	Medial	Hot, bottle, dog, lock
	Final	Doesn't occur in the final position
| ɔ:|	Initial	All, awkward, ought
	Medial	Ball, call, morning
	Final	Saw, raw, claw
| ʊ |	Initial	Doesn't occur in the initial position
	Medial	Book, cook, look, wood
	Final	Doesn't occur in the final position
|u:|	Initial	Doesn't occur in the initial position
	Medial	Rule, groove, suit, stupid
	Final	New, shoe, two
| ə :| or/3:/	Initial	Early, earn
	Medial	Third, murder, suffer, nurse, dirt
	Final	Doesn't occur in the final position
| ə |	Initial	About, effort, ago, allow
	Medial	Sentence, condition, factory
	Final	Motor, colour, doctor, beggar

Diphthongs

These sounds indicate vowel quality beginning in one vowel sound and later gliding into another vowel. So they are gliding vowels. The eight diphthongs in English are given below:

DIPHTHONGS

1. /eɪ/as in *hay* /heɪ /
2. /aɪ/ as in *life* /laɪf/
3. /ɔɪ/as in *boy* /bɔɪ/
4. /əʊ/as in *go* /gəʊ/
5. /aʊ/ as in c*ow* /kaʊ/
6. /ɪə/ as in *hear* /hɪə/
7. /ʊə/ as in *pure* /pjʊə/
8. /eə/ as in *care* /keə/

CONSONANTS

A consonant is a speech sound that is articulated with complete or partial closure of the vocal tract.

Examples:

|p| : pronounced with the lips

|t| : pronounced with the front of the tongue

|k| : pronounced with the back of the tongue

|h| : pronounced from glottis

|f| and |v| : pronounced by forcing air through a narrow channel.

|m| and |n| : While pronouncing the air flowing through the nose .(So nasal sounds) .

There are 24 consonants in English. They are given below:

No	Sound	Example
1.	|p|	pin, spill, keep
2.	|b|	bit, imbibe, jumble
3.	|t|	tin, after, what
4.	|d|	dog, order, lead
5.	|k|	cut, character, neck
6.	|g|	get, girl, eager
7.	|tʃ|	cheap, nature, watch
8.	|dʒ|	jeep, jealous, judge
9.	|m|	map, man, remind, mine
10.	|n|	nap, near, line, Christian
11.	|ŋ|	sang, song, bring, singing
12.	|l|	leaf, relate, detail
13.	|f|	fat, feather, half
14.	|v|	van, wave, velvet
15.	|ɵ|	thin, thank, wrath
16.	|ð|	then, feather, breath
17.	|s|	Sap, sound, cross
18.	|z|	maze, gaze, zenith
19.	|ʃ|	she, nation, shout
20.	|ʒ|	measure, pleasure, treasure
21.	|h|	harm, house, he
22.	|r|	run, ruin, ray
23.	|w|	we, wicked, watch
24.	|j|	yet, yesterday, you

Problems of Indian English

1) In Indian English |S| and |z| are not pronounced correctly in words and this leads to confusion between pairs. Examples are given below:

|z|	|s|
Eyes	Ice
Falls	False
Fears	Hiss
His	Niece
Knees	Fierce

2) Interchanging of the sounds |ʃ| and |s|

|ʃ|	|s|
Shave	Save
She	See
Sheet	Seat
Shine	Sign

3)Confusion between the sounds |v| and |w|

|v|	|w|
Very	White
Vest	West
Vine	Why
Voice	Wear

To understand the distinctions between sounds enough practice with tongue twisters is essential. Example :

She sells sea shells on the sea shore.

Practice Test

(A). Identify the sounds of the underlined letters in the following words.

1. Curi<u>ou</u>s
2. B<u>oa</u>t
3. M<u>y</u>
4. Trag<u>e</u>dy
5. Bird<u>s</u>
6. Tru<u>n</u>k
7. Appr<u>o</u>ve
8. Aw<u>ar</u>e
9. Expl<u>oi</u>t
10. Dea<u>th</u>

Answers

1. |ɔə| 2. |əu| 3./ ai/ 4. |ə| 5.|z| 6. |ŋ| 7. |u:|
8. |eə| 9. |ɔi| 10. |θ|

Practice Test

B. Write examples of words:

1. A word ending in |dʒ| - Answer - judge
2. A word ending in |g| - Answer – pig
3. A word beginning with |ð|- Answer – that
4. A word beginning with |ʃ|- Answer – shy

C. Identify the sounds in the underlined phonetic symbols from the following words.

1. fathom 2. Vocabulary 3.noises 4.valves
5. raised 6.diamond

Answers

1. |ð| 2.|u| 3.|iz| 4.|vz| 5.|zd| 6. |aɪ|

THE SYLLABLE

It is the smallest convenient unit of speech. Syllables are formed by combining phonemes. All the words in English have one or more syllables. According to the number of syllables in a word, words may be classified into: mono-syllabic words, di-syllabic words, tri-syllabic words and poly-syllabic words. Usually syllable-division is marked with a hyphen. It is not always possible to mark the syllable division in the orthographic representation (ordinary spelling) of English words. It is, therefore, better to write the phonetic transcription of words and mark syllable-division in the transcribed versions of words. A syllable will always have a vowel. There may or may not be consonants in a syllable. The number of syllables in a word can be understood by counting the number of vowels in them.

The structure of a syllable is (c) v (c) .|C| stands for consonant and |V| stands for a vowel. Consonants are optional and so they are placed between the bars.

Mono-syllabic words

Words which have only one syllable are known as mono-syllabic words. Some examples are given below:

dip	/ dIp / ,	heat	/ hi:t / ,	kill	/ kil/
art	/ ɑ:t / ,	feed	/ fi:d / ,	will	/ wil /
keep	/ ki:p / ,	deed	/ di:d / ,	zoo	/ zu: /
sin	/ sin / ,	cheap	/tʃi:p / ,	lip	/ lip /
pin	/ pin / ,	each	/ i:tʃ / ,	kin	/ kin /
class	/ klɑ:s / ,	ill	/ il / ,	tin	/ tin /
eat	/ i:t / ,	far	/ fɑ:/ ,	lid	/ lid /
bat	/ bæt / ,	tip	/ tip / ,	sip	/ sip /
kid	/kid / ,	sad	/ sæd | ,	mud	/ mʌd /

Di- syllabic words

Words with two syllables are known as di-syllabic words. Examples are given below:

Syllable division is marked with a hyphen.

apple	| æ p-l | ,	college	| k ɔl-idʒ |
intact	| in-t æ kt |,	battle	| b æ t-l |
retail	| ri-teil | ,	glitter	| glit- ə |
intend	| in-tend | ,	impart	| im-pɑ:t/
lonely	| lɔun-li | ,	ladder	| l æd-ə |
prepay	| pri-pei | ,	rebound	| ri-baund | ,
engage	| in-geidʒ |		
rebuid	| ri:-bild | ,	relax	| ri-læks |

Tri- syllabic words

Words having three syllables are called tri syllabic words. Examples are listed below:

strategy	| stræt-ə-dʒi | ,	Consider	| kən – sid - ə |
imitate	| im -i-tei t |,	Intermit	| in - tə - mi t |
affection	| ə- fek - ʃn | ,	Pedicure	| ped-i-kjuə |
minister	| min-i-stə | ,	Promotive	| prə-məu-tiv |
algebra	| ael-d3i-brə | ,	Radio	| rei-di-əu |
predicate	| pred-i-kət | ,	Satisfy	| s æ t-i s-fai |
saturday	| s æ t-ə-dei| ,	Prepayment	| pri:-pei-mənt |

Poly-syllabic words

Words having more than three syllables are known as poly-syllabic words. Examples are given below:

propaganda	| prɔp-ə-gæn-də |
pronunciation	| prə-n ʌ n-si-ei-ʃən |
pulsatory	| pʌl-sə -tər-i |
probability	| prɔb-ə-bil-ə-ti |
understandably	| ʌ n-də-stænd-ə-bli |
exploitation	| ek-splɔi-tei-ʃən |
exterior	| ik-stiə-ri-ə |
temporary	| tem-pə r- ər-i |
pronunciation	| pr ə -nʌn-si -ei-ʃən |
commercialization	| kə-m3:-ʃə-lai-zei-ʃən |
communion	| kə-mju:-ni-ən |
complimentary	| kɔm-pli-men-tər-i |

Dividing words in to syllables

SL.No	Word	Transcription	Syllabic Structure
1	Clap	| klæ p |	c c v c
2	Hope	| həup |	c v c
3	Late	| leit |	c v-c
4	Fauna	| fɔ:nə |	c v-c v
5	Scream	| skri:m |	c c c v c
6	Remember	| ri m em bə |	c v-c v c-c v
7	Telephone	| te-li-fəun |	c v- c v-c v c
8	Apologize	| ə-pɔ-lə-dʒaiz |	v-c v-c v-c v c
9	Listlessness	| list-lis-nis |	c v c c-c v c-c v c
10	Potato	| pə-tei-təu |	c v- c v- c v
11	Policeman	| pə-li:s mən |	c v-c v-c v
12	College	| kɔ-lidʒ |	c v-c v c
13.	manner	/mænə/	cv-cv
14	Considering	| kən-si-də-ring |	c v c-c v-c v-c v cc
15	Ability	| ə-bi-lə-ti|	v-c v-c v-c v
16	Passenger	| pæ-sin-dʒə |	c v-c v c-c v
17	Imagine	| i-m æ-dʒin |	v-c v-c v c
18	Languages	| læŋg-wi-dʒiz |	c v c c-c v-c v c
19	Atlantic	| ət-læ-ntik |	v c-c v c-c v c

Practice Test

Mark the division of syllables in the following words

(1) offer
(2) sudden
(3) different
(4) September
(5) January
(6) children
(7) college
(8) disappear
(9) accident
(10) proper
(11) window
(12) sympathy
(13) perhaps
(14) information
(15) activity
(16) telephone
(17) management
(18) electrician
(19) disappearance
(20) concentrate

Answers

1 of-fer
2 sud-den
3 dif-fer-ent
4 sep-tem-ber
5 jan-u-ary
6 chil-dren
7 col-lege
8 dis-ap-pear
9 ac-ci-dent
10 pro-per
11 win-dow
12 sym-pa-thy
13 per-haps
14 in-for-ma-tion
15 ac-ti-vity
16 te-le-phone
17 ma-nage-ment
18 e-lec-tri-cian
19 dis-ap-pear-ance
20 con-cen-trate

Word Stress

English is an stress based language. In a word all the syllables are not pronounced with equal emphasis . For example in the word 'ability' it is 'b ' and not /ə/ that is heard prominently. It can be transcribed as │ə'biliti│. This is Known as word stress. In the word ' father ' there are two syllables , fa-ther (disyllabic word). The first syllable 'fa' is more prominent.

Sometimes the position of the stress may change in the same word when there is a change in the parts of speech.. Examples are given below :

Noun/adjective	**verb**
'export	ex′port
′digest	di′gest
′desert	de′sert
′record	re′cord
′subject	su′bject
′import	im′port
′permit	per′mit
′present	pre′sent
′produce	pro′duce
′perfect	per′fect

Rules for marking the Stress

(1) Words with weak prefixes are accented on the root.
Eg: a′go , be′low, re′duce, a′bove, re′vise

(2) Verbs of two syllables beginning with prefix 'dis' are stressed on the last syllable.
Eg: , dis′guise, dis′mis, dis′close, dis′tress

(3) Verbs with two syllables and end in —ate, —ise, —ize, —ct are stressed on the last syllable
eg: at′tract , cre′mate, nar′rate, de′bate, bap′tize , in′ject

(4) Words ending in ' —ion' are stressed on the last but one syllable
eg: appli′cation, intro′duction, assimi′lation, exami′nation, expla′nation, pro′duction , simplifi′cation

(5) Words ending in ' —ic', —ical, —ically —ial, —ially and —i'an are stressed on the syllable before the suffix.
Eg: me′morial, ′special, sub′stantial, li′brarian, e′ssential

(6) Words ending in —ions, and—eous are stressed on the last but one syllable or on penultimate syllable.
Eg; ′curious, la′borious, re′bellious , spon′t*aneous, courageous, 'serious*

(7) Words ending in —ate, —ise, —ize, —fy are stressed on the third syllable from the end.
Eg: ′duplicate, ′modernize, ′cultivate, ′beautify , ′educate, ′criticize, ′satisfy

(8) Words end in —ity ,—cracy and —crat are stressed on the third syllable from the end.
Eg: a′bility, de′mocracy, au′tocracy, curi′osity, crea′tivity, ′autocrat, magna′nimity, bu′reaucracy

(9) Words end in —graph, —graphy —meter and —logy are stressed on
The third syllable from the end.
Eg: zo′ology crimi′nology , ′paragraph, pa′rameter, so′ciology, anthro′pology.

(10) words ending with the suffix —aire, —eer, —ental, —entail, —ese, —esce,—escence,—escent, —esque, —ique, —ee, —ette, —ete and—ade are stressed on the suffix.

Eg: pioˈneer, carˈeer, millioˈnaire
payˈee , barriˈcade, deˈlete
comˈplete, reˈplete, groˈtes que
pictuˈres que, exiˈstential gaˈzette, , adoˈlescent

(11) In compound words the stress is generally placed on the first element.

Eg: ˈblacksmith , ˈdining roo
ˈtea party ˈblackbird

But in compound words with ‘’ —ever,’’ and —self, the stress is usually on the second element.

Eg; howˈever , whenˈever, himˈself, herˈself .

Sometimes both the elements are stressed, but the primary stress remains on the second element.

Eg; Afterˈnoon , oldˈfashioned, absentˈminded

Note

The inflectional suffixes like —es, —ing and ed and the derivational Suffixes like —age, —ance,—en ,—er, —ess, —ful,—hood,—ice,—ive,—ish,—less, —ly,—ment,—ness,—or,—ship,—ter, —are ,and —zen do not affect the stress.

Eg; ˈmatch — ˈmatches , ˈbox — ˈboxes , ˈwrite — ˈwriter

ˈplay — ˈplayer
ˈcity — ˈcitizen
ˈfine — ˈfinely
ˈlaugh — ˈlaughter
ˈhome — ˈhomeless
ˈcare — ˈcareful
ˈbad — ˈbadly
ˈgod — ˈgoddess
ˈwant — ˈwanted
ˈwait — ˈwaitress
ˈchild — ˈchildish

Transcription

Transcription is writing words in phonetic symbols. The guidelines for transcribing words are given below:

step (1) Divide the word into parts
eg : daughter → ‘daugh’and ‘ter’
explain → ‘ex’ and ‘plain’
dominate → ‘do’-‘mi’ and ‘nate’

This division is based on the two distinct vowel sounds in the words ‘daughter and ‘explain.’ But in ‘dominate’ there are three vowel sounds. The number of vowel sounds determine the number of syllables in a word.

Divide the word in to syllables and mark the stress

eg : daughter — |ˈdɔ:tə |
explain — | ikˈsplein |
dominate — | ˈdomineit |
guide — | ˈgaid |
dictionary — | ˈdikʃnrI |
arrange — | əˈreindʒ |
picture — | ˈpiktʃə |

Words and their divisions in to syllables

image	—	i-mage
society	—	so-ci-e-ty
observe	—	ob-serve
development	—	de-ve-lop-ment
breakfast	—	break-fast
famous	—	fa-mous
creature	—	crea-ture
sure	—	sure
nuisance	—	nui-sance
heard	—	heard
morning	—	mor -ning
master	—	mas-ter
enough	—	e-nough
force	—	force
serious	—	se-rious
human	—	hu-man
because	—	be-cause
surface	—	sur-face
hunger	—	hun-ger
measure	—	mea-sure
island	—	is-land

Exercise (1) Refer to a standard dictionary and practise transcribing English words. Mark the stress.

Exercise (2)

Keeping in mind the rules of the word stress and recalling the 44 sounds in English , transcribe the following words, marking the stress on the right place.

Computer	envelop (v)
Justify	terminate
suicide	regularize
army	women
yellow	skirt
win	approach
beautiful	obtain
dictation	bird
reality	possibility
war	frustration
dictionary	tour
statement	flight
freedom	pencil
firm	item

Model questions

Divide the following words into syllables

1. selfish
2. telephone
3. expand
4. repentant
5. rationality
6. advancement
7. appointment
8. subtract
9. September
10. felicitate
11. mid point
12. invisibility
13. beautiful
14. persuasive
15. believe

Divide the following words into syllables.

1. interlock
2. satisfaction
3. employment
4. industrial
5. overprint
6. extinguish
7. delete
8. creative
9. communication
10. terrorism
11. demonstrate
12. fashionable
13. impossible
14. destructive
15. oxygen

Disyllabic words with stress on the first syllable

Father / ˈfa:ðə / .
Enter / ˈentə /
fellow / ˈfeləu /
Laughter / ˈla:ftə /
teacher / ˈti:tʃə /
letter / ˈlətə /
robber / ˈr ɔ bə /
magnet / ˈmægnət /
headset / ˈhedset /
garden / ˈga:dn /

Disyllabic words with stress on the second syllable

About / əˈbəut /
career / kəˈriə /
Endear / inˈdiə /
beside / biˈsaid /
Mundane / mʌnˈdein /
again / əˈgen /
asleep / əˈsli:p /
propose / prəˈpəuz /
advise / ədˈvaiz /
dismiss / disˈmis /
july / dʒuˈlai /.

Tri-syllable words with stress on the first syllable

Calculate / kˈælkjəleit / ,
Demarcate / ˈdi:ma:keit /
pulsative / ˈpʌlsətiv /
demonstrate / ˈdemənstreit /
polyglot / ˈpɔligl ɔt /
Laminate / ˈlæmineit /
replicate / ˈreplikeit /
isolate / ˈaisəleit /
instrument / ˈinstrəmənt /
consecrate / ˈkɔnsikereit /
barrister / ˈbæristə /

Tri-syllabic words with stress on the second syllable

prevenetive / priˈventiv /
Magnetic / mægˈnetik /
revist / riːˈvizit /
prophetic / prəuˈfetik /
Instructor / inˈstrɔktə /
fallacious / fəˈleiʃəs /
Presenter / priˈzentə /
refusal / riˈfjuːzəl /
developed / diˈveləpt /

Tri-syllable words with stress on the third syllable

Entertain / entəˈtein /
Prepossess / priːpəˈzes /
recommend / rekəˈmend /
Inhumane / inhjuːˈmein /
afternoon / aːftəˈnuːn /
intercept / Intəˈsept /
interlink / Intəˈliŋk /

Poly syllabic words with different stress patterns

Examination / Igzæmiˈneiʃen /
Fascinating / ˈfæsineitiŋ /
Fragility / frəˈdʒiləti /
Establishment / iˈsæbliʃmənt /
Community / kəˈmjuːnəti /
redeemable / riˈdiːməbl /
believable / biˈliːvəbl
wonderful / ˈwʌndəfəl /
obligatory / əˈbligətəri /
invitation / inviˈteiʃən /
psychology / saiˈkɔlədʒi /
psychological / səikəlˈɔdʒikəl /
politician / pɔliˈtiʃən /

Model questions

Mark the primary stress in the following words:

1. peculiar
2. eradicate
3. introduction
4. betray
5. education
6. satisfactory
7. fundamental
8. experimental
9. arrangement
10. confidential
11. compulsory
12. comparative
13. essential
14. respectful
15. Adverb

Mark the primary stress in the following words

1. unbearable
2. generate
3. de active
4. fascinating
5. glamorous
6. majority
7. opportunity
8. administration
9. impolite
10. heartless
11. fingerprint
12. significant
13. stipend
14. testify
15. uniformity

STRESS IN COMPOUND WORDS

There are many compound words in English like *bookshop, bed room, post tman, blackboard,lighthouse etc.* They are formed by putting together two or more words.The two words when they are separate ,they are both stressed. But when they are joined together to form compound words,only one word is stressed. Some examples are given below:-

bed+room → bedroom / ˈbedru:m /
break+fast → breakfast / ˈbrekfəst /
air+craft → aircraft / ˈeəkra:ft /
anything / ˈeniϴiŋ /
churchyard / ˈʧ3:tʃja:d /
hairstyle / ˈheəstaɪl /
grandmaster / ˈgrændma:stə /
lighthouse / ˈlaithaus /

In the above compound words the stress is on the first part. But it is not the case with all the compound words. There are compound words in which the stress is on the second part. Some examples are given below.

bad –tempered / bædˈtempəd /
man –made / mænˈmeid /
half –baked / ha:fˈbeikt /

The first part of all the above compound words are adjectivals. If the first part of a compound word is adjectival, the word is normally stressed on the second part. A few compound words with *ever,-self* and *–selves* have the primary accent on the second syllable.

Eg: whatˈever / wɔtˈevə /
whoˈever / hu:ˈevə /
whenˈever / wenˈevə /
herˈself / həˈself /
himself / himˈself /
themˈselves / ðəmˈselvz /
itself / itˈself /

Model questions

Mark the primary stress in the following compound words.

1. postman
2. lifeboat
3. school bag
4. pick pocket
5. air raid
6. team work
7. hair style
8. foot print
9. suit case
10. sea shore
11. hand kerchief
12. prime minister
13. gold smith
14. book shelf
15. super market

Mark the primary stress in the following compound words.

1.afternoon
2.middle aged
3.post-graduate
4. under-graduate
5. Vice Chancellor
6. home made
7. tooth brush
8. country house
9. north-east
10. long-lived

Strong and Weak forms

Prepositions, conjunctions, auxiliaries and articles are known as structural words

eg. prepositions — to, from, on, at, etc
conjunctions — and, but, yet, since, etc
auxiliaries — must, will, shall, can, do, etc
articles — a, an, the.

The structural words are often pronounced in their weak forms because they do not carry the main content/ meaning. So these words are normally unstressed.

Eg: What do you want to do this morning? (In this sentence the first 'do' is a weak form while the second 'do' is stressed).

Examples of weak forms and strong forms are given below:

orthography	strong form	weak form
his	hiz	iz
him	him	im
her	hə:	ə
you	ju:	ju, jə
your	ju:	jə
she	ʃi:	ʃi
was	|wɔ:z |	| wəz |

Read the following sentences. Make sure you use the weak forms of articles, prepositions and conjunctions.

1. ′Shut the ′door.
2. ′Have ′rice and ′curry.
3. ′Take the ′last ′bus.
4. ′Eat an ′apple
5. ′Better ′late than ′never.
6. ′Come and ′see me in the ′evening.
7. ′See you at ′lunch.
8. ′I can ′wait.
9. ′That′s very ′nice of you.
10. ′Thank you for ′coming
11′Here′s a ′letter from the ′office.

INTONATION

When we hear someone speak, we realize that he/she doesn't always speak on the same note. We hear constant variations in the level at which his voice is pitched. That is to say, sometimes the pitch rises and sometimes it falls. When the pitch of the voice falls we call it the falling tone. When the pitch of the voice rises we call it the rising tone. The falling tone is marked with a downward arrow ↓ before the syllable on which the pitch of the voice falls, and the rising tone is marked with an upward arrow ↑ before the syllable on which the pitch of the voice rises.

Functions of Intonation

The falling Tone

The falling tone is used:

1) In ordinary statements made without emotional implication.

e.g : It’s ˈtwo o clock.

I 'have a 'lot of friends.

It’s raining.

2. In wh – questions

e.g. 'Who’s crying?

'When are we leaving?

ˈWhat’s the hurry?

3. In commands.

e.g. 'Do as I say.

'Open your books.

'Get me some water.

4. In exclamations.

e.g. 'What a pleasant surprise!

'How beautiful!

How wonderful!

The Rising Tone

The rising tone is used:

1) In yes/no questions

e.g. Are you happy?

'Have you 'read the book?

'Can you sing?

2) In polite requests.

e.g. 'Will you 'help me?

'Please sit down.

'Would you 'open the window?

3) In questions showing concern, apologies, etc.

e.g. ˈHow’s your mother?

'Why are you crying?

'What is your problem?

Read the following sentences

1. Who’s shouting?
2. The 'girls have left.
3. The 'box was empty.
4. 'Report immediately.
5. 'When are they coming?

6. 'When did they leave.
7. 'What a tragedy!
8. He had gone.
9. I have done it.
10. 'Which of these is your book?

Read the following sentences

1. 'Are they coming?
2. 'Is he studying?
3. 'Please let me know.
4. 'Don’t be angry with me.
5. 'Everything’s going to be fine.
6. 'Shall we start now?
7. 'Is father at home.
8. 'Can you do it?
9. 'Is today Thursday?
10. 'Have you seen the film?

UNIT II

ENGLISH LANGUAGE

ESSENTIALS OF ENGLISH GRAMMAR

Objectives

This Chapter will help the students understand the following:

- Parts of speech (Nouns, Pronouns, Adjectives, Adverbs, Articles, and Prepositions)
- Degrees of Comparison
- Functions of verbs and adverbs
- Auxiliary verbs
- Types of sentences in English

Introduction

While speaking and writing in English, we should follow the rules of the language. These set of rules that we apply for the correct use of language are the grammatical rules. In English there are certain elements like noun, pronoun, adjectives, Adverbs, Prepositions, conjunctions, articles etc., which are considered as parts of speech.

Nouns

A noun is a word indicating a person, place, thing or material and emotional state, etc.

Classification of Nouns:

- Common nouns

  Eg: pen, lover, tree, water, boy

- Proper nouns:

  Eg: Socrates, Lincoln, Calicut, Edapal

  Proper nouns begin with Capital letters

- Collective Nouns

  Eg: family, nation, Committee, army, police, bunch, mob, team, parliament, jury

- Material nouns:

  eg: Steel, silver, gold, brass, copper

- Abstract nouns:

  1. Quality: - Honesty, bravery, wisdom, innocence
  2. Action:- Judgement, theft, laughter
  3. State:- Sleep, youth, slavery, childhood

Formation of abstract nouns from verbs

Verb	Abstract noun
Laugh	laughter
die	death

From adjectives:

Adjectives	Abstract nouns
Poor	Poverty
rich	richness
ignorant	ignorance

Nb : Abstract nouns are formed from adjectives, verbs and other nouns.

- Countable and uncountable or mass nouns:

Countable nouns are those that can be counted while uncountable nouns are those that cannot be counted.

- Uncountable nouns eg: milk, oil, water, bravery,

  Countable nouns eg: cup, orange, book, donkey.

The following nouns are used for the members of a family.

Father, mother, wife, husband, spouse, partner, son, daughter, grandfather, grandmother, son-in-law, cousin, nephew, lad, lass, fiancé, would be, relative, bride, bride groom etc.

Examples of compound nouns:

Walk out (strike) , shake up (Change), Break up (collapse), out let (place to sell), Turn over (money passing through a company), feedback (comment), bye pass (road avoiding the centre of town)

Model question 2.1

Find out the types of nouns from the following sentences.

1. Jaipur is a city.
2. Kathak is a famous dance.
3. Mohammed Rafi was a great singer.
4. Nokia is a mobile.
5. Delhi is the capital of India.
6. Pilani is a small town.
7. The Tribune is a good newspaper.
8. “The God of Small Things” is written by Arundathi Roy.

Answers:

1. Jaipur – proper noun; city common noun
2. Kathak , proper noun; dance , common noun
3. Mohammed Rafi – proper noun; Singer , common noun
4. Nokia – proper noun; mobile ; common noun
5. Delhi; proper noun; India (proper noun)
6. Pilani (proper noun); town (common noun)
7. Tribune (proper noun); newspaper (common noun)
8. The God of Small Things (proper noun) , Arundhathi Roy (Proper noun)

Model Questions 2.2

Make abstract nouns from the following words.

- Choose (2) Judge (3) Broad (4) Sane (5) Starve (6) Captain (7) Good (8)Proud (9)woman (10) quick (11) Dark (12) Hero (13) Hate (14) Think (15) Bond

Answers:

- 1) Choice, (2) Judgement (3) Broadness (4) Sanity (5) starvation (6) captaincy (7) goodness (8) pride (9) womanhood (10) Quickness (11) Darkness (12) heroic (13) Hatred (14) thought (15) Bondage

Model Questions 2.3

Find out countable and uncountable nouns from the following

Girl, Wisdom, Imagination, kite, paper, tub, pass, title, chair, magazine, crime, seminar, integrity, movie

Answers

Countable nouns	Uncountable nouns
Girl, idea, kite, paper, tub, pass, title, chair, magazine, seminar, crime, movie, cricket, speech	Wisdom, Imagination, Integrity, crime

Some of the common grammatical errors in nouns usage are given below:-

Incorrect usage	**Correct usage**
• India has won both the one day and the test serieses.	• India has won both the one day and test series.
• The gift costs twenty thousands rupees.	• The gift costs twenty thousand rupees.
• I bought three thousands bananas.	• I bought three thousand bananas.
• Indian Air force is planning to buy twenty new air crafts.	• Indian Air force is planning to buy twenty new air craft.
• If we ignore the advices of our parents, we cannot grow in life.	• If we ignore the advice of our parents, we cannot grow in life.
• Where should I keep my luggages?	• Where should I keep my luggage?
• The evidences prove that he is guilty.	• The evidence proves that he is guilty.
• Employments are not easy to fetch these days.	• Employment is not easy to fetch these days.
• Furnitures are costly in these days.	• Furniture is costly in these days.
• The government machineries are employed in the rescue operation.	• The government machinery is employed in the rescue operation.

It is clear from the examples given above that some nouns are used only in singular form and hence are followed by a singular verb

There are some nouns that take different meanings in singular and in plural forms.

Examples:

- People in Europe are broad minded. (means persons)
- There are many different peoples in Europe. (means nations)

- Rooms are available in the guest house. (means dwelling place)
- There is no room for further discussion. (means scope)
- This statue is made of stone. (means material)
- He had stones in his stomach. (means chemical depositions)
- I have broken my glasses. (means reading glasses)
- He filled his glass with wine. (means tumbler)
- There was no help in sight. (means available or visible)
- We are going to Mysore to see the sight (means scene or views)

There are some nouns which end with "s" in spelling but they are treated as singular

Examples:

- Billiards is the game of the rich (not billiard).
- Mathematics is my favourite subject.
- News is going to be published.
- Rabies is a dangerous disease.

There are some other nouns which end with "s" but they are treated as plural.

Examples:

- Obsequies (funeral ceremony) will be performed on Monday. (not obsequy)
- Where are my scissors? (not scissor)

Uses of nouns

- As the subject of a sentence

  Eg: Reena dances well.
- As the objective of a transitive verb.

  Eg: I like ice cream.
- As the subject complement

  Eg: Sunil is a lawyer.
- As the object complement

  Eg: They made him captain.
- As the object of a preposition

  Eg: I spoke to Marzooque.

Gender in nouns

- Masculine gender (2) Feminine Gender and (3) Neuter gender

  (masculine gender indicates male, feminine indicates female) and neuter is not male or female(neuter indicates inanimate)

Examples

Masculine	**Feminine**
Bachelor	Spinster
Bride groom	Bride
Gentleman	Lady
Monk	Nun
Prince	Princess
Duke	Duchess
Lad	lass

Some personal nouns have the same gender forms:

Eg. Artist, assistant, doctor, dancer, driver, guide, teacher

But there are a few exceptions:

Eg. duke_duchess
Host – hostess
Steward – stewardess
Conductor- conductress
Actor – actress

Some animals have different forms for masculine and feminine

Eg. Bull – cow
Cock – hen
Duck –drake
Lion- lioness
Deer – hind
Dog – bitch
Stag – doe
Tiger- tigress
Gander- goose

Examples of words with masculine-feminine distinction by using a word indicating sex:

Monster – she monster
Jack ass – jenny ass
Elephant – she elephant(cow-elephant)
Pea-cock – pea hen
Land lord – land lady
Goat – she goat
School master – school mistress
Step father – step mother

Case

Case indicates the position of a noun in a sentence.

(a). Nominative case:

When a noun or pronoun is the subject of a verb it is said to be in the nominative (subjective case). Example, He is drinking milk. (in this sentence “he” is the subject of the verb “drinking”. So it is nominative. To find the nominative ask “who”? or “what”? to the verb

Example:

- John is a dancer. (John proper noun-nominative)
- Fruits are cheap today. (Fruits: Common noun- nominative)
- Gold is very costly. (gold: material noun – nominative)
- Honesty is the best policy (honesty: abstract noun –nominative)

(b) Objective Case (Accusative case)

When a noun is used as the object of a verb or is governed by a preposition, it is said to be in accusative or objective case

Examples

The mother loves her son. (here 'son' is objective case because it is the object of 'the mother')

The book is on the table. (here the "table" is in the objective case because it is governed by the preposition "on")

They admired the boy's bravery (abstract noun "bravery" is subjective case)

The nouns have same form in the subjective and the objective case. The subjective case normally comes before the verb and objective case after the verb. To find the objective case ask whom or what to the verb.

(c) Possessive case (Genitive case)

When a noun is used to indicate ownership or possession it is said to be possessive or genitive case. It is usually shown by adding an 's)

Example.

Ameera's pen (pen belonging to Ameera) . Possessive case is the answer to the question "whose". It does not always denote possession. It may denote authorship, origin, kind etc.

Rules of using possessive case:

- When a noun is singular the possessive case is formed by adding "s" to the noun. Example Ravi's book.
- When too many " hissing sounds" come together the letter "s" is omitted. Example: for Jesus' sake. Moses' law
- When the noun is plural and ends in "s" only apostrophe is used.

  Example; girls' uniform , boys' school, horses' tail
- In plural nouns not ending with "s" 's is used. Example; women's club, children's park
- When a noun or title consists of many words, the possessive sign is attached only to the last word. Example: The Nawab of Hyderabad's words.
- When two nouns are in apposition the possessive sign is put to the latter only. Example: This is Sheila, the film star's house.
- When two nouns are closely connected the possessive is put to the latter. Example: Wren and Martin's grammar
- In connected nouns denoting separate possession the possessive sign is used in both nouns. Example; Wordsworth's and Coleridge's poems.
- Possessive case is generally used with the names of living things. Example: elephant's tusk. Minister's room.
- Possessive is used with the names of the personified objects. Example: nature's laws, death's door

Correct and incorrect usages

Incorrect usage	Correct usage
• We expect gods' mercy	• We expect god's mercy (god is singular)
• Keep quiet, for goodness's sake	• Keep quiet, for goodness' sake
• Volcanos are dangerous • The first three cantoes of the book • The thiefs disappeared	• Volcanoes are dangerous • Cantos not cantoes • thieves is correct form
• Photoes are taken • The gooses are running • The chieves of different state	• Correct form photos • Correct form geese • The chiefs is correct

Correct use of compound nouns

Incorrect form	**Correct form**
Good train	Goods train
Cloth shop	Clothes shop
Runner up	Runners up
True bird of prey	True birds of prey
Daughter-in-laws	Daughters-in-law
Saving account	Savings account
A three days workshop	A three day workshop
A twenty minutes speech	A twenty minute speech
Coals mine	Coal mines
A five years old child	A five year old child

Model question (2.4)

Examine the underlined words in the following sentences and choose the appropriate words to get meaningful sentences.

1. The girl was a stunner; she had blonde hairs/hair.
2. He loves listening to quality music/musics.
3. The speaker was appreciated with loud applause/applauses from the audience.
4. Cutlery/cutleries have/has become quite stylish.
5. Business/businesses cannot grow in time of recession.
6. We plan to buy more equipments/equipment.
7. Times have come/ Time has come to decide.
8. Ladies have lots of house works/house work to do.
9. We enjoy sights seeing/sight seeing.
10. The audience had lots of funs/fun.

Answers

1) Hair (2) music (3) applause (4) cutlery (5) Business (6) equipment (7) Time has come (8)House works (9) Sight seeing (10) Fun

Model question (2.5)

Pick out the correct word from the following sentences.

1) Rushdie is a man of letter/letters.
2) Many people gathered to pay their last respect/respects to the departed leader.
3) The armed forces/force are marching ahead.
4) I received the goods/good sent by you.
5) Many pollutants are there in the air/airs of the city.
6) I have immense respect/respects for the man.

Answers

Letters 2. Respects 3. Forces 4. Goods 5. Air 6. respect

Compound words

Compounding is a 'technique of word formation'. Two or more independent words can connect together to make a compound word.

Eg. Arm + chair = arm chair (N+N)

Waste + paper + basket = Waste paper basket (V + N + N)

Post + man = Post man (N+N) or (V+N)

During plural formation in compound words there are various types of changes.

(1) Some times the first noun takes the plural form

eg. Instructors-in-charge (not instructor-in-charges)

(2) Sometimes second noun takes the plural form

Eg. Tea leaves (not teas leaf)

Model Questions (2.5)

Pick out the correct words from the choices given below:

(1) India and America have signed quite a few memorandums/memoranda.
(2) What is the criterion/criteria for selection?
(3) Our country is facing several types of crisis/crises.
(4) The phenomenon/phenomena of Indian Doctors going abroad has to change.
(5) The parenthesis/parentheses in the sentence should be removed.

Answers

(1) Memoranda (2) Criterion (3) Crises (4) Phenomenon (5) Parentheses

PRONOUNS

A. Pronoun is a word used instead of a noun

eg. Mr. Sunil is a doctor. He lives in Chennai

In this sentence 'He' is a pronoun because it is used instead of the noun Sunil. Pronouns help to replace the nouns and to write beautiful and proper sentences without repeating the same nouns in a sentence.

Types of pronouns

(1) Personal pronouns

These pronouns belong to three persons as given below

Person	Singular	Plural
First person	I, me, my, mine	We, us, our, ours
Second person	You, your, yours	You, your, yours
Third person	He, him, his, she, her, hers, it, its	They, them, their, theirs

The first person is the person or persons speaking (I, we).

Eg. I am a doctor.

We are doctors.

The second person is the person or persons speaking to you(you -listener)

Eg. What are you eating?

You are handsome

("You" have same form in the singular and in the plural)

Third person (he, she, it, they); it refers to one of the following

(a) Another person (b) other persons (c) another thing and (d) other things.

Eg. A speaks to B about C. (first person 'A', Second Person 'B' and third person 'C')

eg. <u>They</u> are coming here tomorrow.

<u>It</u> is a Utopian idea ('It' is also known as 'impersonal pronoun')

The subject forms of personal pronouns are I, we, you, he, she, it and they.

Eg. I am a girl.

They are dancing.

The object forms of personal pronouns are me, us, you, him, her, it and them.

Eg. His father gave <u>him</u> a gift.

They gave <u>me</u> a book.

They made <u>him</u> fool.

The possessive forms of personal pronouns are : my, our, your, his, her, its and their.

Eg: <u>My</u> house is in Calicut

The minister received <u>their</u> petition

The following forms are known as double genitives

Mine, ours, yours, and theirs.

Eg. This is my car – This car is mine.

The ' self' form of pronouns

These are also known as compound personal pronouns

Eg. Myself, herself, himself etc.

There are two types under this

(a) Reflexive pronouns (b) Emphatic pronouns

When 'self' forms of pronouns are used as the direct object, it may replace a noun phrase having the same reference as an earlier one.

Eg: Kamar has hurt himself.

Molly decided to remind herself .

Myself, ourselves (first person).

Yourself, yourselves (second person).

Himself, herself, itself, themselves (Third person).

(b) Emphatic pronouns

When these forms are used for emphasis they are called emphatic pronouns. In this case the emphatic pronouns are used immediately after the subject or at the end of the sentence.

Eg: Leela herself did it

Or

Leela did it herself.

Emphatic pronouns are never used as the subject of a sentence

Eg: Myself will drive the car (wrong)

c) Indefinite pronouns

Some words do not suggest something specific or definite. They are words like another, all, many, both, much, few, a few, little, everything, neither, either, some, any, anyone, someone, no one, other, none, somebody, anybody, etc.

Eg: Some are very cruel to their old parents.

Do you know the other?

Anybody can answer.

Both are right.

Little is known about them.

d)Interrogative pronouns

These pronouns are used to frame questions

eg. Whose, who, whom, why, what, where, which, etc

eg. Who came here today?

Which do you prefer; milk or tea?

Whose pen is this?

e) Relative pronouns

These pronouns are used to make relative or subordinate clauses. They refer to the nouns going before them. Relative clauses are also known as adjective or adjectival clauses

Eg. who, whom and whose are used with persons," which " refers to things and ' that' may be used with persons or things.

Eg: This is the boy who stole my pen.

This is the house that Anil built

Here is the book which I got from there.

f) Demonstrative pronouns

These pronouns are used to indicate specific things , persons or ideas.

Eg: This, these, those, that, such

This is right. That is wrong.

These are girls.

All such people ought to be avoided.

g) Distributive pronouns

Each, either, neither, etc. are known as distribute pronouns because they refer to persons or things one at a time.

They are always singular and take singular verb.

Eg: Each of the girls gets a prize

Neither of the charges is true.

h) Reciprocal pronouns

'Each other' and 'one another'

'Each other' is used when speaking about two persons or things. 'One another' is used while speaking of more than two persons or things.

Eg: Mehar and Ashmith met each other on the beach.

The political leaders of Kerala are quarrelling with one another.

Sometimes demonstrative pronouns will do the function of demonstrative adjectives

	A Demonstrative adjectives	B Demonstrative pronouns
(1)	This dictionary is mine.	(5) This is the college where I studied.
(2)	I never like such books.	(6) City is a place where you see crowd of people.
(3)	That boy is clever.	(7) Such is the situation in the college.
(4)	This girl is good.	

In column A (sentences 1 to 4) "This", "Such", "that" and "this" are demonstrative adjectives. In these sentences these words are followed by nouns. But in the column 'B' (sentence 5 to 7) these words are followed by verbs and so are demonstrative pronouns. A noun can be replaced by a pronoun and not by an adjective. A pronoun can govern a verb but an adjective is only a modifier and cannot govern a verb. It can also qualify another noun or pronoun . Sometimes distributive pronouns will also do the function of distributive adjectives.

Eg: (1) Each of the girls will sing a song. (pronoun)

(2) Each girl will sing a song. (adjective)

(3) Either of the teachers will be awarded. (pronoun)

(4) Either teacher will be awarded. (adjective)

(5) Neither of the girls was speaking the truth. (pronoun)

(6) Neither girl was speaking the truth. (adjective)

(Note: when there are nouns immediately after these usages, they are distributive adjectives and when there are 'of' and plural nouns immediately after they are distributive pronouns).

When a possessive pronoun is used in the end of a sentence, it should be written like mine, ours, yours, theirs, hers etc.

In sentences beginning with "let" the correct usage will be let me, let us, etc. and not let I, let we.

Usages

	Incorrect usage	**Correct usage**
(1)	Its my duty to help you.	It's my duty to help you.
(2)	The dog wagged it's tail.	The dog wagged its tail.
(3)	These problems are our and let we solve it.	These problems are ours and let us solve it.
(4)	My dog is better than Remesh.	My dog is better than that of Ramesh.
(5)	This is the TajMahal whom everyone likes.	This is the Taj Mahal that everyone likes.

Sometimes relative pronouns will do the function of interrogative adjectives.

Eg: (1) Which colour do you like? (adjective)

(2) Whose house is this? (adjective)

(3) What nonsense! (adjective)

(4) The house which is next to ours is haunted. (Relative pronoun)

(5) The boy whose leg is broken is an athlete. (Relative pronoun)

Model Question (2, 6)

Fill in the blanks with appropriate pronouns

(1) ---- am the one who cares for -------.

(2) I met his daughter---- is a doctor.

(3) He asked his wife," will -- buy a shirt for ---- on ---- birthday".

(4) The boy has broken ---- bat and is asking ---- to get a new one for ---.

(5) Here is ---- book, take --- away.

(6) I thought over --- plan and I feel I do not agree to ---.

(7) ---- never intervened between us, ---- was you who began to quarrel with ---.

(8) He loves ---- wife and cannot live with out ----.

(9) ---- has lent --- scooter to ---for a week.

(10) --- knew that --- deserved punishment, so --- did not object to ----

Answers

(1) I, you, (2), who (3) you, me, my, (4) his, me, him, (5) your, it (6) your, this (that, it) , (7) He, it, me, (8) his, her (9) He, his, him/me/her (10) He, he, he, it; or she, she, she, it.

Model Question (2.7)

Fill up the following with appropriate pronouns

(1) We often deceive --- .(Ans: ourselves)

(2) There are silver doors in this palace, all of---- are locked. (Ans: them)

(3) This watch is for --- .(Ans: you, him, her)

(4) David fell down and he broke --- leg. (Ans: his)

(5) My friend has invited --- to dinner. (Ans: me)

(6) The jury were divided in --- opinion. (Ans: their)

(7) Today is 11th November. --- is celebrated as National Education Day (Ans: it)

(8) Birds build --- nests in trees (Ans: their)

(9) The crew will reach --- destination in a week (Ans: its).

Adjectives

An adjective is a word that modifies a noun or pronoun.

Eg: Anitha is a clever girl.

Mango is a sweet fruit.

Don't give me such ideas.

Which colour do you like?

In these sentences the underlined words are adjectives because they qualify the nouns like girl, fruit, ideas and colour.

Types of Adjectives

(1) Adjective of quality or description (telling or describing the quality of something or someone)

Eg: Good, bad, beautiful, stupid, ugly, powerful, etc.

(2) Proper adjectives (from proper nouns)

Eg: Indian team, French poem, Chinese toy.

Herculean, Horation, Shakespearean, Himalayan etc.

(3) Demonstrative Adjectives

Eg. This, that, these, those

This boy, that girl, etc.

(4) Definite numeral adjectives

(a) Cardinal (indicating number) eg. One, two, three

(b) Numeral (indicating order) first, last, third etc.

(5) Indefinite numeral adjectives

eg. All, few, many, some

(6) Distributive adjectives

Each, neither, etc.

(7) Interrogative adjectives.

How, which, what, etc.

Eg: which book is yours?

(8) Emphasizing adjectives. Very, own, etc.

Eg: I saw it with my own eyes.

(9) Quantitative adjective (indicating quantity)

Eg: some, few, little, many, much, etc.

(10) Participle adjectives

(a) present participle or 'ing' participle

eg: Singing bird. Walking man

(b) Past participle.

Eg: wounded man. Drunken person.

(11) Possessive adjective

My, our, your, his, her, its, their, mine, theirs, etc.

(12) Nouns used as adjectives

Eg: petrol tank, River bank, Garden gate, Church bell.

(13) Compound participle adjectives

Eg: a good looking girl, an ill-mannered person

a time bound programme.

Model Questions

Find out and name the adjectives from the following sentences:

(1) I entered a dark room (Ans: dark – quality)

(2) We saw a huge snake (huge – quality)

(3) What nonsense! (what – interrogative)

(4) This boy need to be punished (This – demonstrative)

(5) May I have some books? (Some – indefinite)

(6) Tagore is one of the greatest poets (quality – greatest)

(7) Othello is an immortal tragedy (immortal – quality)

(8) A stupid boy came here (stupid – quality)

(9) I never like such books (such – demonstrative)

(10) They were defeated at their own game (own – emphasizing)

(11) Neither movie is well made (Neither – distributive)

(12) Thirty people were killed in the fight (Thirty – quantity)

(13) Red rose has unique quality (red, unique - quality)

(14) The young girl made an impressive speech (quality – young, impressive)

(15) He tells interesting anecdotes (interesting - quality).

Position of Adjectives

The usual position of adjective is before the noun.

Eg. She is a clever student (This is known as predicative use).

Sometimes adjectives can be seen after the noun that it qualifies. This use is known as predicative use.

Eg: The student is brilliant

Degrees of Comparison

Adjectives are used in three degrees of comparison. They are positive degree, comparative degree and superlative degree.

1) Positive degree:

We speak only about one man or thing

Eg: Jasmine is a good girl.

(2) Comparative degree

When two persons or things are involved we use this degree

Eg: Sumitha is senior to Anitha. Kareem is older than Satheesh.

(3) Superlative degree

When more than two persons or things are involved we use superlative degree.

Eg: Aneesh is the youngest child in the family.

Some adjectives like perfect, round and unique have no degree of comparison.

Eg: This table is round.

Gandhi was a perfect man.

Adjectives like senior, superior, junior, inferior etc are followed by 'to' and not by 'than'

Eg: He is senior to me. This painting is superior to the other.

Some special comparatives and superlatives

Older – oldest (For comparison of age, outside the family)

(1) Old

Elder – eldest (for comparison of age within the family)

Eg: Sita is older than Anitha.

Mariya is the oldest girl in the class.

My elder brother is a teacher.

Our eldest sister is in Dubai.

(2) Few, a few, the few

These are used with countable nouns.

'Few' means 'hardly any' or 'practically none'.

Eg: Few people can speak French in Kerala.

'A few' means 'some'

Eg: There are a few mistakes in your paper.

'The Few' means 'Not many but all of them'

Eg. The few mangoes here are very costly.

'Little' means 'Hardly any' or nothing

Eg. There is little water in the bucket.

'A Little' means some

Eg. There is a little wine in the pot.

'The little' means not much but all of it.

Eg. The little water in the pot is dirty.

Usages

	Incorrect usage	Correct usage
(1)	This is the most perfect answer.	This is the perfect answer.
(2)	They are facing a most extreme situation.	They are facing an extreme situation.
(3)	There are few boys here.	There are a few boys here.
(4)	The higher you go, cooler you feel.	The higher you go, the cooler you feel.
(5)	The patient is very serious; there is a little hope.	The patient is very serious; there is little hope.
(6)	Of coffee and tea, I prefer the last.	Of coffee and tea, I prefer the latter.
(7)	She is my oldest sister.	She is my eldest sister.
(8)	He seems very happily in the house.	He seems very happy in the house.
(9)	He appears to be quite genuinely.	He appears to be quite genuine.
(10)	Her dress looks very prettily.	Her dress looks very pretty.
(11)	The weather is coldly.	The weather is cold.
(12)	On hearing the sound, I turned quick.	On hearing the sound, I turned quickly.
(13)	The cakes smell sweetly.	The cakes smell sweet.

Little, less, least

'Less' is the comparative of 'little'. So the usage 'lesser' is incorrect. 'Less' is used as a comparative before uncountable nouns.

Model Questions

Correct the following sentences

(1) No lesser than 80 persons were killed in the war.
(2) Helen was the more beautiful than all other ladies.
(3) She is the oldest in the family.
(4) In the rain the eldest house was broken.
(5) Cobra is the most largest of all snakes.
(6) Don't think you are inferior than her.
(7) Reading books is more preferable
(8) Indias population is greater than any other country
(9) Of Delhi and Chennai, the last is the more colourful
(10) The 3 first chapters of the book are written beautifully.

Answers

(1) No Fewer than 80 persons were killed in the war.

(2) Helen was the most beautiful lady.

(3) She is the eldest in the family.

(4) In the rain, the oldest house was destroyed.

(5) Cobra is the largest of all snakes.

(6) Don't think you are inferior to her.

(7) Reading books is preferable.

(8) India's population is greater than that of other country.

(9) Of Delhi and Chennai, the latter is the more colourful .

(10) (10)The first three chapters of the book are written beautifully.

Model questions

Fill in the blanks with appropriate adjectives.

(1) --- rubbish!

(2) --- boys were absent from the class in the morning.

(3) I don't like --- commercial movie.

(4) I wish --- errors do not occur in my writings.

(5) This is the --- sum of this unit.

(6) The --- part of the book is in page ten.

(7) The– soldier came to see me.

(8) That --- man kept on asking --- questions.

(9) He is my – brother.

(10) The college students put up a --- show in the auditorium.

Answers (other options are possible)

(1) What (2) Five (or any other number) (3) such (4) such (5) easiest or most difficult (6) most interesting (7) brave (8) silly/stupid (9) elder/younger (10) remarkable.

Verbs

Verbs indicate conditions or states or actions. A verb may also tell

(a) What a person or thing does

(b) What is done to a person or thing

(c) What a person or a thing is.

Eg: He <u>writes</u> elegies.

The rose <u>is</u> red.

<u>Uses</u>

(1) To express an action performed by the subject. Eg. I <u>teach</u> Hindi.

(2) To express what happens to the subject. Eg: Jack <u>fell down</u>.

(3) To express what is done to the subject. Eg: The robber <u>was killed.</u>

(4) To show possession or ownership. Eg. Mary <u>has a little</u> lamb.

(5) To ask a question about the subject. Eg. <u>Does he teach</u> English?

(6) To make a request. Eg. Please <u>help</u> me.

Verb is the most essential part of a sentence. Eg. Stop, go, sit, ,come

Verbs are 'action words' because they give the idea of action.

Eg: write, sit, read, walk

Some verbs give idea of existence or a state of being.

Eg. Appear, feel, belong.

A verb may have an explicit subject or implied subject.

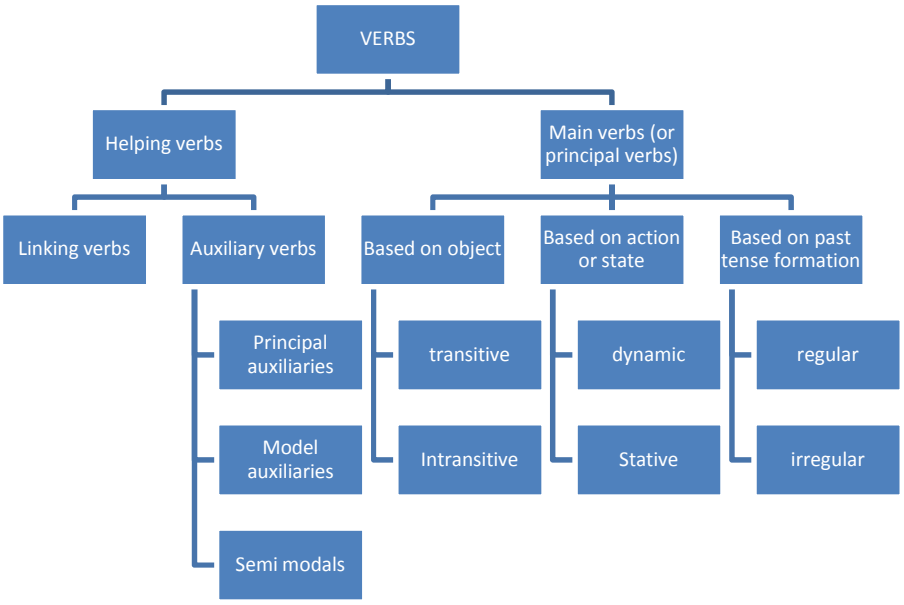
Eg: Prof. Nasar teaches Hindi (explicit subject)

Come (implied subject is 'you').

Forms of verbs

(1) Base/root or stem	sing
(2) "s" form	sings
(3) past tense form	sang
(4) 'ing' form	singing
(5) infinitive form	to sing
(6) past participle form	sung

Classification of verbs



(1) Strong and weak verbs

The verbs like walk, look, arrive etc make the past tense by suffixing 'ed' or 'd' with the base. These types of verbs are known as weak verbs or regular verbs.

Some verbs like sit – eat, rise, know, write, see etc make past tense not by the suffixation of 'ed' or 'd' but by internal vowel changes.

Eg: sit – sat ('i' change as 'a')

come – came ('o' change as 'a')

know – knew ('o' change as 'e')

These types of verbs are strong verbs or irregular verbs.

(2) Main Verbs

These are the principal verbs that form the tense in a sentence. A sentence will not be meaningful without these verbs.

Eg: I remembered the story.

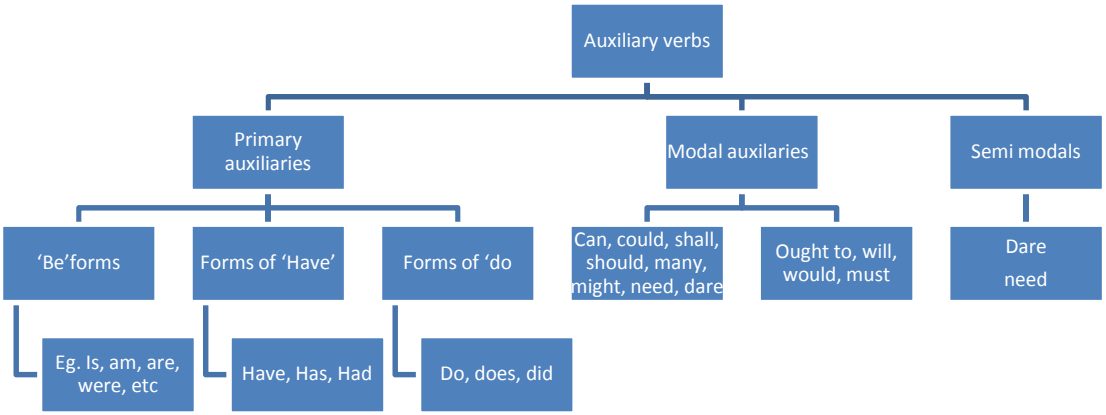
She gave me a packet.

These types of main verbs are also known as lexical or content or semantic words. These words get a clear and independent meaning in the dictionary.

(3) Auxiliary verbs

It is also known as helping verbs since they help the tense change, to indicate possibility, ability permission, compulsion etc.

Auxiliary verbs can be classified as follows:



Eg: She was writing. (auxiliary verb helps the formation of past continuous)

I can swim. (auxiliary indicate ability)

It may rain. (indicate possibility)

You should walk. (strong compulsion)

The primary auxiliaries can also be used as principal verbs.

Eg: I have a car. (possession)

The modal auxiliaries indicate ability, permission, possibility, etc.

(4) Transitive

Transitive verb takes a direct object

Eg: I met a beggar.

They ate their food.

(5) Intransitive verbs

These verbs do not require objects.

Eg: He came here.

The building collapsed.

The child slept.

(6) Linking verb (Copular verbs)

He is tired. They seem happy.

His body turned pale.

In these sentences 'is' 'seem' and 'turned' are linking verbs since they link subjects and verbs together, most of these verbs are intransitive.

(7) Stative verbs

They denote certain states or conditions. Generally such words are not used in 'ing form'

Eg: sound, smell, feel, look, remain, etc

(8)Dynamic linking verbs

Eg: He is becoming weaker and weaker.

She is growing old.

In these sentences the verbs 'grow' and 'become' indicate process of 'change'. So they are dynamic linking verbs.

Model questions (2.10)

Identify the transitive and intransitive verbs from the following sentences.

(1) The children are flying kites.

(2) Planes are flying in the sky.

(3) He is a man of letters, he writes well.

(4) He wrote a letter to his father.

(5) Always speak the truth.

(6) Don't speak too loudly.

(7) People sometimes have to tell lies.

(8) The boss gave us clear instruction.

(9) The fat cat sat on the mat.

(10) The puppy ate the biscuit.

Answers

(1) Transitive, (2) intransitive, (3) intransitive ,(4) Transitive, (5) Transitive, (6) Intransitive, (7) Transitive (8) Transitive, (9) Intransitive, (10) Transitive.

ADVERBS

Adverbs are words that modify a verb, an adjective or another adverb. They may also modify a whole sentence.

Eg: 1) They fought well. She ran fast. (underlined words modify the verbs)

2) It is very good. I am extremely happy. (underlined words modify the adjectives good and happy)

3) She is quite well (underlined word modify another adverb 'well')

4) Luckily, he passed the examination (the underlined word, modifies the whole sentence).

Sometimes same words may function as an adjective or an adverb. Some examples are given below:

(1) The programme was arranged in memory of the late artist. (adjective)

(2) He came quite late at night. (adverb)

(3) We didn't have a long queue. (adjective)

(4) We didn't have to wait long. (adverb)

(5) I went to bed early. (adverb)

(6) I had an early dinner. (adjective)

(7) They went straight into the room. (adverb)

(8) Anil was the master of straight drive. (adjective)

Sometimes, it is difficult to distinguish adverbs from prepositions. Examples are given below:

1) The book lies on the table. (preposition)

2) Life moves on. (adverb)

3) Is he in his room? (preposition)

4) Has he come in? (adverb)

5) The criminal jumped off the train. (preposition)

6) The arm of the chair suddenly came off. (adverb)

7) Have I seen you before? (adverb)

8) He returned the day before yesterday. (preposition)

Types of adverbs

(1) Adverbs of time (now, then, everyday, yesterday, etc)

(2) Adverbs of frequency (often, always, never, etc)

(3) Adverbs of place (outside, there, here, everywhere etc)

(4) Adverbs of manner (beautifully, speedily, hurriedly etc)

(5) Adverbs of degree (rather, nearly, almost etc)

(6) Adverbs of affirmation or negation (surely, certainly, positively, etc)

(7) Adverbs of reason (therefore, hence, since, because etc).

Model questions (2/12)

Identify the adverbs/adverbial phrases from the following

(1) I have not seen him lately.

(2) He therefore couldn't achieve success.

(3) She moved around quite speedily.

(4) The student answered all the questions happily.

(5) Probably he has gone to the town.

(6) The dog followed the master everywhere.

(7) Don't go that far.

(8) The story is not written lucidly.

(9) Surely, you are wrong.

(10) He drove quite slowly all the way.

(11) Don't worry, she is far better now.

(12) He is too tired to walk.

(13) We seldom see each other now.

(14) Yesterday, I called him late at night

(15) He often comes late these days.

Answers

(1) Lately (adverb of time) (2) therefore (adverb of reason) (3) around (adverb of place) (4) happily (adverb of manner) (5) probably (adverb of certainty)(6) everywhere (adverb of place) (7) that for (adverb of degree) (8) lucidly (adverb of manner) (9) Surely (adverb of certainty)(10) slowly (adverb of manner) (11) Far better (adverb of manner) (12) too (adverb of degree) (13) Seldom (adverb of frequency), now (adverb of time), (14) Yesterday, late (adverb of time), (15) often (adverb of frequency, late these days (adverb of time).

Formation of adverbs from adjectives

(1) Most adverbs are formed by adding 'ly' to adjectives

Eg: sincere – sincerely
Happy - happily
Calm - calmly
Clever - cleverly

(2) The following words, though they are ending in 'ly' are adjectives.

Friendly, lovely, lonely, kingly, brotherly, motherly, etc.

(3) Some adjectives can be turned into adverbial phrases.

Eg: in a friendly manner, in a brotherly way.

Model questions (2/13)

Choose the correct adverbs from the following.

(1) He cut shortly/short his journey and returned.

(2) Wait, the guest will reach shortly/short.

(3) His new book is widely/wide appreciated.

(4) The window was kept wide/widely open.

(5) The dog moved-round/roundly when it saw the fox.

(6) He was round/roundly scolded for being a robber.

(7) Do you have to talk so loud/loudly.

(8) Loud/loudly, he cleared his throat.

(9) Go slow/slowly round this corner.

(10) Slow/slowly, the cat moved towards the kitchen.

Answers

(1) Short (2) shortly (3) widely (4) wide (5) round (6) roundly (7) loud (8) loudly (9) slow (10) slowly.

Position of Adverbs

(a) Adverbs of manner usually come after the verb.

Eg: She danced beautifully.

(b) If there is an object, the adverb is after the object.

Eg: She speaks English well.

(c) Adverbs of time are usually placed at the beginning or at the end of the sentence

Eg: Soon he came or He came soon.

(d) Adverbs of frequency are usually placed before the main verb when there is no auxiliary verb.

Eg: He seldom goes to church.

(e) If there is an auxiliary verb and an adverb in a sentence, the adverb usually follow the auxiliary.

Eg: I am highly pleased.

The meaning of a sentence may change according to the positioning of adverbs in a sentence. Some examples are given below:

1) I really don't know the answer.

(it means, truly speaking, I don't know the answer)

2) I don't really know the answer.

(means: I am not sure if I know the answer)

3) They didn't explain things clearly.

(means: They probably tried to explain but couldn't explain clearly enough)

4) Clearly, they didn't explain things.

(means: It is obvious that they didn't explain things)

Examples of correct positioning of adverbs are given below:

	Incorrect usage	Correct usage
(1)	Keep there the book.	Keep the book there.
(2)	Last week she met him.	She met him last week.
(3)	Yesterday she sang melodiously in the meeting.	She sang melodiously in the meeting yesterday.
(4)	He saw me never.	He never saw me.
(5)	We have usually lunch at 12.	We usually have lunch at twelve.
(6)	He tells never lies.	He never tells lies.
7)	Tea is too good.	Tea is really good.

Model questions

Correct the following sentences by placing the adverbs in the correct positions

(1) He looks often sad and gloomy.

(2) Doctors have reported that now one can have cancer also due to depression.

(3) She is intelligent enough to marry a fool like you.

(4) He has been to Kashmir never before.

(5) He always is punctual in his routine.

(6) We wash on Sundays our cars.

Answers

(1) He often looks sad and gloomy.

(2) Doctors have now reported one can have cancer also due to depression.

(3) She is intelligent enough not to marry a fool like you.

(4) He has never been to Kashmir before.

(5) He is always punctual in his routine.

(6) We wash our cars on Sundays.

Prepositions

A preposition is a word or group of words placed before a noun or a noun phrase to indicate place, direction, source, method etc. The noun or pronoun is the object of the preposition.

Eg: The child went under the cot.

The sun rises in the east.

In these sentences the preposition are under and in. The cot and the east are objects.

There are 3 types of prepositions.

(1) single word prepositions

eg: in, on, at, under, etc

(2) Phrasal prepositions (compound prepositions) – A group of words doing the function of the propositions.

Eg: by means of, according to, because of, etc.

(3) Participle prepositions

Eg: including, following, pending, during, etc.

Uses of Prepositions

(1) To indicate location

Eg: My brother lives in Chennai

The college is situated on a hill.

(2) To indicate exact position.

Eg: The Director is not in his room.

The girl was standing.

The girl was standing by the window.

Her friend was standing beside her.

The farmer was sitting on the door.

(3) To indicate direction

Eg. John went to London.

Peter returned from Spain.

Jack and Jill went up the hill.

While climbing, Jack fell down from the slope.

(4) To indicate destination

Eg. The family left for Goa this morning.

We are going to Goa.

That ship is bound for Ireland.

(5) To indicate motion or movement

Eg. The thief ran into the room.

The cow ran across the meadow.

(6) To indicate a vertical relation.

Eg. He kept the bag under the bench.

God is believed to be the power over everything.

(7) To indicate a higher or lower level

Eg. Raghu is above average at studies.

Have you thought of the lakhs of people who live below poverty level?

(8) To indicate the act of passing from a point to another

Eg. We ran across the school ground.

The soldiers passed through a dense jungle.

Let us study the use of certain prepositions in special cases of relationship.

Special use of prepositions (of space)

(1) When we refer to streets, lanes, roads, etc we usually use "in"

Eg. My tuition teacher lives in this lane.

That shop is situated in Parker Road.

There is a big crowd in the street.

(2) When we refer to schools, colleges and universities we usually use "in"

Eg. Teachers are to be in the school during working hours.

My aunt works in a college/university.

(3) 'In' is used in referring to departments

Eg. Prof. Atwood works in the Electrical Department.

The visitor is sitting in the department.

(4) When we refer to places, the residence 'at' and 'in' are used. 'In' is preferred for a bigger place and 'at' for a smaller place.

Eg. She was born in Mumbai.

They have a big house at Durgapur in West Bengal.

(5) The verbs 'speak', 'talk', 'listen' usually take the preposition 'to'

Eg: Will you please listen to me?

The man is talking to his neighbour.

I shall not speak to you if you behave like this.

(6) The verbs 'arrive', 'aim', 'shoot', 'smile', 'laugh', usually take the preposition 'at'.

Eg. Students should aim at the highest goal and work for it.

Don't laugh at the beggar.

Mrs. Packletide smiled at her baby.

(7) 'Between' is used with two persons or things or two groups or sets. 'Among' is used with more than two persons, objects, sets groups etc.

Eg. The talks between the bus operators and the government failed.

The brothers quarrelled among themselves over their father's property.

(8) 'Beside' and 'Besides'

'Beside' means 'by the side of'. 'Besides' means 'in addition to'

Eg. My uncle's hotel is beside the lake.

Besides this hotel, he has two more hotels in the town.

(9) 'since' and 'for'

'since' is used with reference to a point of time. 'For' is used with reference to a period of time.

Eg. Shibu has been living in Calicut since 2000.

Sheetlal has been staying in this house for five years.

(10) 'By' and 'with'

'By' is used with reference to the agent. 'With' is used with reference to the instrument.

Eg. This essay is written by Gopi.

He wrote the essay with a pen.

Let us move on to the study of prepositions related to time.

Temporal uses of prepositions.

(Relationship in time)

Prepositions are commonly used

1. To indicate the exact point of time

Eg. The bus arrives at 8.20am everyday.

Thomas has been waiting for you from 3 0'clock onwards.

I usually read till I fall asleep.

The baby has been wailing (crying) since it fell off the cot.

2. To indicate a period of time

Prepositions commonly used for this purpose include 'for', 'over', 'during', throughout', 'from….to'

Eg. We have been learning music for six years.

My mother has mellowed very much over the years.

Children usually play and enjoy themselves throughout the vacation.

It is difficult to travel during the rainy season.

The training camp will be held from April to June.

3. To indicate events happening:

i. at a point of time: at night, at dawn, at Christmas

ii. on a day or date: on Tuesday, on May 16th

iii. in a period of time: in the vacation, in May.

Note: 'in' is omitted before 'last' or 'next'

Eg. Last May, next Tuesday

4. 'On' is used with specific days with or without the names of festival days.

Eg. The Chief Minister will visit the flood hit areas on Wednesday.

Children burst crackers on Diwali day.

5. 'On' is used when an event is mentioned with a specific date

Eg. India became independent on August 15, 1947.

6. 'In' is used with regard to the divisions of the day

Eg. In the morning, in the afternoon etc.

7. 'At' is used with regard to noon and night

Eg. at noon, at night

8. 'By' is used to denote the latest time by which an event is/was to be completed

Eg. You should complete the work by Monday.

The construction work is expected to be completed by September.

9. 'in' is used with regard to months and years.

Eg. Shakespeare was born in 1564.

Examinations will be held in May.

Let us learn some more special uses of prepositions

Special uses of prepositions

1. 'By' is used to indicate mode of conveyance

Eg. We usually go to college by bus.

My father will return by the night train.

Note: 'on' is used with 'foot' when we refer to the act of walking.

I usually go to the office on foot. ('by foot' is wrong)

2. 'Of' is used to indicate cause

   Eg. He died of an incurable disease.

   The servant was accused of stealing the watch.

3. 'By' is used to indicate the agent in the passive voice

   Eg. The food was eaten by the boys.

   A complaint was filed by the people.

Correct uses of prepositions

1. There was an old man with his granddaughter at the bus stop.
2. We shall be leaving for Delhi tomorrow by train.
3. Latha glanced at the letter written in Tamil and signed by an unknown person.
4. The Treasury officer will be on leave for a month from tomorrow.
5. They set off at 3 0'clock in the afternoon on October, 12th.
6. We prefer to travel at night when there is less traffic on the roads.
7. She consulted one doctor after another in frantic efforts to find a remedy for her illness.
8. There are a number of soldiers on the platform. They are waiting for the train.
9. As he was on tour last week, he couldn't meet him at his residence.
10. My neighbour's dog was trying to run on the road. Suddenly he was struck down by a car. He died on the spot.
11. From her distant house she travels on foot. So she cannot be here when the train departs.
12. Vijay is fed up of life. He doesn't want to continue his life. I sympathise with him.
13. It was on this day last year that Malathi told me of the death of her sister.
14. Children below five years of age do not often go to school.
15. Usha went to the market with a basket on her head.
16. The function began with a prayer song by a group of children. The Secretary then read the report for the year.
17. I was born on 12th October 1984 at Calicut, a big city in Kerala.
18. My uncle is at home. He is working in Calcutta. He is now on leave.
19. He divided the money among his three children as per the agreement between himself and his wife.
20. The man entered the room through the window, opened the iron safe and took away all the valuables from it.
21. Open your book on page sixteen.
22. The train is on time.
23. The students had to write on the paper in ink.
24. She congratulated me on my success in the examination.
25. She is not suitable for this post.
26. Health is preferable to wealth
27. He translated the story word by word.
28. She is very proud of her noble birth.
29. Makbool is married to Swapna.
30. What is the time by your watch?

Shall we do some more exercises on the use of prepositions? You'll feel more confident.

Additional Exercises on Prepositions

I. Fill in the blanks with suitable prepositions

1. The teacher made the naughty boy stand ---- the corner for ten minutes.
2. Meera is the most beautiful --- Nair's daughters.
3. I shall return --- an hour's time.
4. Sajita hopes to be back --- 4 0'clock.
5. The poor man died --- typhoid.
6. My cousin got --- the train bound --- Coimbatore.
7. Last month Satish met --- an accident.
8. The headmaster congratulated the boys --- their victory in the School Games.
9. Santhosh was born --- Calcutta, --- a place called Ameera palace.
10. I am sorry --- being late --- class today.
11. The bank manager insisted --- seeing the document.
12. My uncle sold his house --- his brother-in-law --- ten lakhs.
13. The workers managed---escape narrowly---the burning go down.
14. It's been such a long time---I saw a film.
15. There is no point---going---her house if she is not at home.
16. It is raining. Let's wait --- it stops.
17. The passenger train to Mangalore will arrive --- platform No.2--- ten minutes
18. The man apologized---me---his daughter's rude behaviour.
19. Please don't interfere---her affairs.
20. What's --- the T.V. this evening?
21. My grandfather goes out --- a walk---the morning.
22. Can you spot the differences---the two pictures?
23. Have you ever been --- Simla?
24. There were ten children---the auto-rickshaw --- the driver.
25. You should take better care---your health.
26. The people are angry because the officer is indifferent---their demands.
27. The Director has great confidence---his staff.
28. Everyone is responsible---keeping the village clean.
29. Sunita is getting married --- Jacob.
30. We have been invited --- the wedding.

II. In each of the following sentences there is a blank space after the verb. Fill them up with suitable prepositions

1. Shakespeare is often compared---Kalidasa.
2. Children depend --- their parents for everything.
3. The police had a tough time dealing--- the student mob.
4. Luckily, he got --- the PSC written test this time.
5. The Secretary reminded the manager ____the meeting.
6. My friend is recovering --- a short illness.
7. I am accustomed --- hard work.
8. Mothers generally worry a lot --- their children's health.
9. He acquainted me --- the facts of the case.
10. I am looking --- some files I have misplaced. Will you help me?
11. We assured our leader---our support and co-operation.
12. Can you reason --- a mad man?
13. It's no use arguing --- him.
14. Sorry, I cannot comply --- your unreasonable demand.
15. The University has conferred an honourary degree---our Principal.
16. Children delight --- stories.
17. Have you subscribed --- the magazine?
18. Learn to abide --- rules.
19. The municipality has not approved --- our house plan.
20. The function went --- well yesterday.
21. What are you looking ---?
22. She was admitted--- the hospital this morning.
23. She passed--- in the evening.
24. I called --- my old aunt after a long time.
25. It's no use in crying --- split milk.

III. Correct the following, if necessary

1. She accused me for stealing her pen.
2. The girl resembles with her mother.
3. He does not trust with me.
4. Let's discuss about our future plans.
5. Shyama is getting married to Vikas.
6. He is addicted towards liquor.
7. Have you any objection with our proposal?
8. Moideen was shocked with the news.

9. The girls felt sympathy to the old woman.
10. Framton is a stranger to this place.
11. My wife has a special liking to North Indian food.
12. I am grateful for you.
13. Sheeba is endowed in great skill in acting.
14. He prefers tea than milk.
15. Do not be jealous of others.

Now Check your answers

Answers to additional exercises

I. 1. in 2. of 3. in 4. by 5. of 6. into, for 7. with
8. on 9. in, at 10. for, to 11.on/upon 12. to, for 13. to, from 14. Since
15. in, to 16. Till/until 17. on, at; in 18. to, for 19. in 20. on 21. for, in 22.Between
23. to 24. in, besides 25. of 26. to 27. in 28. for 29. to
30. to.

II. 1. with 2. upon 3. with 4. through 5. of 6. after 7. to
8. about 9.with 10. for 11.of 12. with 13. with 14. With
15. upon 16. in 17. to 18. by 19. of 20. off. 21. for
22. to 23. away 24. on, upon 25. over.

III. 1. She accused me of stealing her pen.
2. The girl resembles her mother.
3. He does not trust me.
4. Let’s discuss our future plans.
5. Correct
6. He is addicted to liquor.
7. Have you any objection to our proposal?
8. Moideen was shocked at the news.
9. The girls felt sympathy for the old man.
10. Correct
11. My wife has a special liking for North Indian food.
12. I am grateful to you.
13. Sheeba is endowed with great skill in acting.
14. He prefers tea to milk.
15. Correct.

Correct prepositions

Looked at
Attended to
Stared at
Slipped on
lives in
heard of
sitting in
come by
think about
agree to
endowed with
adopt to
grateful to
derive from
judged by
profited by
confined to
appraised of
prevent from
addicted to
famous for
accessible to
hard of
remarkable for
overcome with
debarred from
confident of
abstain from
victory to
apologize to
refers to
disgusted at
ignorant of
obliged to
armed with
excluded from
beware of
exempted from
beaming with
men of deep learning
worried about
contemporary of
fond of
aware of
exception to
silence to
helpful to
live on
sorry for
interested in
afraid of
full of
proud of
look after
grow in
write to
look at
attend to
ask for
pay for
looking for
talk about
dispense with
regardless of
cope with
prepared for
consonance with

Connectives/ Conjunctions

These are connecting words or conjunctions (linking words or linkers)

Eg. and, but, or, yet, so, even if, where upon, for, until, while, lest etc. There are 3 types of conjunctions.

(1) co-ordinating conjunctions

They join together elements of sentences which belong to the same grammatical class.

Eg. and, but, as well as, or, still, so, for, yet, nor, etc.

(2) Correlative conjunctions

These are the pairs of conjunctions that are related to each other.

Eg: Either … or

Neither… nor

So…. As

Such … that

Both … and

Not only … but also

Though … yet

Eg. Though he tried his best, he failed.

You may have <u>either</u> an apple <u>or</u> an orange.

Mehboob is <u>neither</u> intelligent <u>nor</u> hard working.

(3) Sub-ordinating conjunctions

These conjunctions help to connect main clauses with subordinate clauses.

Eg. Where, why, whether, until, how, lest, so that, till

When, even if, even though, before, as soon as, although, as if, so that,

eg: As soon as the bus reached the students ran, (main clause, The students ran)

Important points to remember

(1) The conjunctions hardly had/scarcely had/barely had etc are followed by when.

(2) <u>Neither</u> is followed by <u>nor</u> (not ‘or’)

(3) <u>Lest</u> is followed by <u>should</u>

(4) <u>Not only</u> is followed by <u>but also</u>

(5) <u>Seldom</u> is followed by <u>never</u>

(6) <u>No sooner</u> had is followed by <u>than</u>

(7) <u>Like</u> … <u>as</u>.

(8) ‘Unless’ gives negative meaning and so it is not followed by another negative word.

(9) ‘While’ suggests a simultaneous action and “whereas” indicates contrast.

(10) /Contrary to/ and /notwithstanding/ suggest something like despite.

Model questions

Fill in the blanks with appropriate conjunctions

(1) They are --- rich --- generous.

(2) --- you read good books, you cannot improve your language.

(3) --- a borrower, --- a lender be.

(4) Man --- wins --- loses the race of life.

Answers

(1) Neither .. nor (2) Unless (3) Neither… nor (4) either … or

Articles

There are three articles in English. They are 'a', 'an', and 'the'. 'A' and 'an are indefinite articles and 'the' is definite article. As far as the general rule is concerned 'a' is used before words which begin with a consonant sound and 'an' before the words beginning with vowel sound. There are words that begin with vowels (a, e, i, o, u) but give the sound of a consonant. Such words are preceded by 'a' and not by 'an'. There are some other words which begin with consonants but the initial sounds will be silent. (eg. Hour), before such words the article will be 'an'.

Examples

A university	a uniform
An hour	a union leader
An honour	a unique quality
A mother	a united family
An American	
A European	
An honorary man	
A hotel	
A horse	
An honorarium	

Omission of definite article 'the'

(1) Before the names of substances if they are used in general sense

Eg: Gold is a precious metal. (not the gold)

Bread is made from flour. (not the bread/the flour)

(2) Before the names of meals when we refer them in a general sense

Eg. I have my dinner at 8 pm. (not the dinner)

(3) Before plural nouns when they are used in a universal sense.

Eg: Mangoes are grown in Kerala.

Floods can cause dangers in the district.

(4) While using words such as "man" and "women".

Eg. Man is a complex animal. (not the man)

Women generally win where men fail. (not the women)

(5) With the names of countries unless they suggest that they are made of several small units, states, or parts

Eg. India is a great country. (not the India)

Italy loves football. (not the Italy)

(6) Before the names of games

Eg. I play tennis. (not the tennis)

Football is an excellent game. (not the football)

(7) With times of day and night when preposition at, by, after and before precede them.

Eg. By noon I am likely to finish this. (not by the noon)

(8) Before proper nouns (if they are not used as adjectives)

Eg. Shakespeare is the best dramatist. (not the Shakespeare)

(9) Before names of single peaks and islands

Eg. Everest is the highest peak. (not the Everest)

Sri Lanka is a beautiful place. (not the Sri Lanka)

(10) Before the reference of vehicle as means of travel, particularly if it follow the preposition 'by'

Eg. He is coming by train. (not the train)

(11) Before words such as hospital, school, college, office, church etc, if the reference is to the purpose for which the building exists.

Eg. On Sundays, Christians go to church. (not the church)

You meet me later, I am getting late for office. (not the office)

(12) Don't use 'the' with comparative degree of adjectives in normal structures.

Eg. John is elder to me. (not the elder)

He seems better today. (not the better)

(13) Before the names of books if they have to be preceded by the name of the author

Eg. Milton's Paradise Lost is an epic. (not the Paradise Lost)

The definite article 'the' is used

(1) Before nouns denoting unique objects or phenomena

Eg. The earth, The sun, The Horizon, The sea, The sky

(2) Before a noun representing a particular class or species or universal idea

Eg. The tiger is very cruel.

The elephant is a useful animal.

(3) Before a noun which has been made definite by mentioning it a second time.

Eg. I bought a pen, the pen writes well.

(4) Before a noun made definite by adding a phrase or clause

Eg. The man in green shirt.

The college where I study.

(5) Before the names of meals referring to a social function or the food itself

Eg. The dinner will be supplied now.

We enjoyed the lunch very much.

(6) Before the words like kingdom, republic, federation etc

Eg. The Republic of Russia

(7) Before the names of games if it is used in a particular context

Eg. The football that Anil played was excellent.

(8) With times of a day and night when other prepositions like during, in etc precede them or when they refer to a particular event.

Eg. On hot days, people generally sleep during the day.

He may come to us in the afternoon.

(9) Before nouns to denote the inhabitants of a country (but it should not be used before languages they speak)

Eg. The English (people) live in England and speak English. (language)

The French (people) love French. (language)

(10) Before the names of mountain ranges, seas, oceans, rivers, deserts, forests etc.

Eg. I wish to climb the Himalayas.

The Sahara desert is the largest desert in the world.

(11) Before the names of trains and ships

Eg. The Parasuram Express reached the station.

The Titanic disappeared in the sea.

(12) Before adjectives which are to be used as nouns denoting an entire class or type

Eg. The rich always exploit the poor.

(13) In sentences where a proper noun is immediately followed by an adjective.

Eg. We still remember Ashoka the Great.

(14) In sentences like the above where the structure is reversed

Eg. The Great Asoka, then marched ahead.

(15) Before superlative degree of adjectives

Eg. He is the wisest man.

The most beautiful flower.

(16) In usages like

The more you read, the better result you will get.

(17) Before adjectives employed to signify different nouns

Eg. The red and the white rose in the garden.

The first and the second chapter in the text

(18) In the context with separate nouns refer to different persons

Eg. The father and the guardian of the student have been informed.

(19) Before common nouns that function as abstract nouns in a particular context.

Eg. At last, the father in him was stirred.

Finally, the mother in her was moved.

(20) With ordinal numbers

Eg. He was the first man in the queue.

The sixth chapter of the book

(21) Before the names of unique things

Eg. The sun shines in the sky

(22) With names of musical instruments

Eg. He can play the harmonium.

I love playing the piano.

(23) Before the names of certain books

Eg. The Iliad. The Bible

(24) Before proper nouns when they are told with nouns in plural form.

Eg. Last night, I went to the Smiths'.

The Guptas are a famous dynasty in Indian History.

Model questions

Fill up the following with appropriate articles.

(1) They lost their way in --- Sahara desert.

(2) --- Titanic was a big ship.

(3) The inspector went to --- Church to see the priest.

(4) Let us lift --- bed and put it out in the sun.

(5) There was --- King.

(6) We love--- movies.

(7) --- second girl in --- first row is my friend.

(8) --- 22nd June is --- hottest day of --- year.

(9) Manmohan Singh, --- Prime Minister of India is --- noted economist.

(10) --- Hindu is a famous newspaper.

Determiners

Words like this, those, these, some, each, a, an, the, one, all, any etc are also referred to as determiners. A determiner is used to define and limit the meaning of a noun that follows.

Eg: Some boys returned from the town.

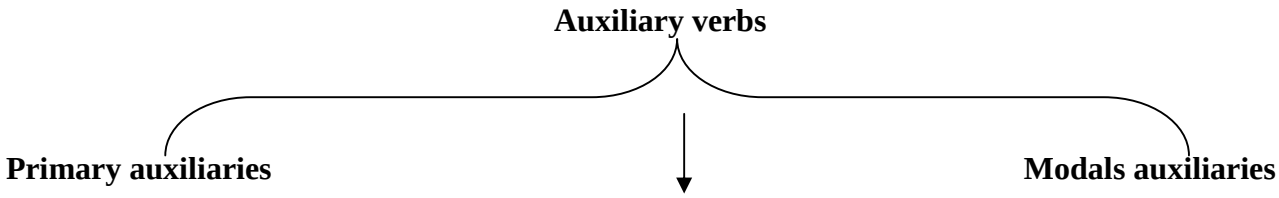
Each boy was given a prize.

That reply shocked me very much.

Any news from the hospital?

Auxiliaries and modals

He writes a story
He can write a story
He is writing a story
Look at the verbs in the sentences given above. In the first sentence 'writes' is a main (principal) verb. In sentence 2 'write' is the main verb while 'can' is a helping verb because it indicates the ability to write. In sentence 3, 'is ' is a helping verb because it helps to make present continuous tense. Helping verbs are also known as auxiliary verbs . The auxiliary verbs are two types. They are primary auxiliaries and modal auxiliaries . An outline of the classification of auxiliaries are given below:



Be' forms Eg: Is/are/ were/ was/am	Forms of 'have' Eg. Have/ has/ had	Forms of 'do' Eg. Do/does/ did	Can, could, shall, should, will, would, may, might, dare, need, must, ought to etc; (need and dare also known as semi modals)

Primary auxiliaries
The three verbs and their variant forms that fall into this category are as follows:

Verb	**- variant**
Be	- is, am, are, was, were
do	– does, do, did
have	have ,has,had

Uses of auxiliaries

The auxiliaries are used to form the following:
1. The negative

a) I am lazy – I am not lazy
b) They are coming – They are not/aren't coming
c) He works hard – He does not/ doesn't work hard.

2.The interrogative

1. He is eating – Is he eating?
2. You have finished – Have you finished?
3. She gets up early – Does she get up early?

3. The short answer

a) Have you seen her? Yes, I have/No, I haven't.
b) Does she paint? Yes, she does/ No, she doesn't.
c) Who told you? Pradeep did.

4. The tag question

a) She is pretty, isn't she?
b) They aren't coming, are they?
c) I am late, aren't I?

5. Different tenses

Continuous Tenses: I am going. She was painting.
Perfect Tenses. They have gone. It has fallen. We have invited him.

6. Passive voices

a) A mango was eaten by Navin.
b) They have lived here for two years.

7. 'Do' is used for the sake of emphasis

a) I do understand your difficulty.

Let us now move on to a study of modal auxiliaries.

Modal auxiliaries.

Helping verbs such as **shall, should, will, would, can, could, may, might, must** and **used to** are called **modal auxiliaries, modal verbs** or simply **modals.**

Modals are called so because they are used to convey the mood of the action expressed by the main verb by adding some ideals or shades of meaning as ability, necessity, obligation, prohibition, permission, probability, intention and promise.

Let us become familiar with the various uses of these modals.

Uses of modals

'Shall' is used

With the first person to express simple futurity
1).I shall help you.2).With second and third persons to express a command or obligation.
a) You shall do as you are told.
b) They shall return the library cards at once.
Opinion, request, offer
a) Shall I get you a glass of water?
b) Shall we go out to play?

'Should' is used to express

1. Past tense of 'shall' in indirect speech.
   I said to him, 'I shall think it over.'
   I told him that I should think that over.
2. Obligation
   We should be kind to the poor.
3. Advisability
   He should take exercise regularly
4. Logical inference/probability
   We should reach Fort Kochi by 6.p.m, if the traffic is not heavy.
5. Condition
   Should it rain, the match will be cancelled.

'Will' is used to express

1. Future tense (with first and second persons)

a) Hillary will return the book next week.
b) You will pass, if you study well.

Determination (with first person)

a) I will fight to the end.
b) We will force our enemies to surrender.

2. Polite request
   Will you please shut the windows?
3. Prediction
   If you ask her nicely, she will help you.
4. Willingness/promise:
   We will support you in your noble cause.
5. Threat/refusing permission.

a) I will inform your parents about your misbehavior.
b) I won't let you go.

'Would' is used to express:

1. A habitual activity in the past.
   My grandfather would walk five kilometers daily.
2. Suggestion
   Would you join me for lunch?
3. Polite request:
   Would you please lend me your dictionary?
4. A wish/preference, when used with rather
   I would rather starve than beg.
5. Past tense of shall/will in indirect speech.

a) Sajita said: "I shall/will help you. "
   Sajita told me that she should/ would help me
b) Meera said: 'The bird will fly away' .
   Meera said that the bird would fly away.

6. Unreal condition
   If I were a butterfly, I would fly.

'Can' is used to express

1. Ability
   He can work for hours together.
2. Permission
   You can borrow my umbrella.
3. Polite request
   Can I use your pen?
4. Refusing permission
   You cannot see him now.

'Could' is used to express

1. Past tense of 'can' in reported speech.
   Jim said: 'I can drive any vehicle'.
   Jim said that he could drive any vehicle.
2. Ability in the past
   I could keep awake during the midnight.
3. Polite request
   Could you lend me an umbrella.

‘May’ is used to express:

1. Permission/request
   May I leave a little earlier?
2. Possibility
   It may rain tonight.
3. A wish/blessing
   May you live long.
4. Concession
   As you have finished all the work, you may go.
5. Doubt or Uncertainty
   If there is a bus strike, she may not come.

‘Might’ is used to express

1. Past tense of ‘May’ in indirect speech.
   She said, ‘My brother may come to see me’.
   She said that her brother might come to see me.
2. Remote possibility
   He might turn up at the last moment.
3. Polite request.
   Might I join your conversation?

‘Must’ is used to express

1. Compulsion
   You must submit the project report on or before the tenth.
2. Obligation
   We must not tell lies.
3. Necessity
   We must take care of trees and animals.
4. Probability
   I did not attend his wedding. He must be angry.

‘Ought to’ is used to express

1. Duty
   You ought to help your old parents.
2. Obligation
   We ought to serve the nation.
3. Desirability/advisability
   You ought to eat and sleep well.

‘Dare’ is used to express

1. Fearlessness/challenge/warning/threat

a) How dare you speak to me like that?

‘**Used to** ’is **used to express**

1. Habit in the past
   We used to play when we were children.

‘Have to’ is used to express

1. Compulsion
   I have to finish my home work.
2. Moral obligation
   We have to practise what we preach.

'Need' is used to express

1. Interrogatives
   Need I come again?
2. Absence of obligation-with 'not'
   You need not return the books.
3. Absence of necessity-with 'hardly'/not have.

a) You need not wait for my reply.

Read the above sections carefully and observe the main uses of each modal auxiliary.
Let us make some other observations on modals.

Modals: Some general observations.

1. Modal auxiliaries have some common characteristics.

a) They are never used alone. A principal verb is either present or implied.

b) He can sing that song.
   Will you come? Yes, I shall.
   (sing and come are principal verbs. In the sentence 'yes, I shall' the principal verb 'come' is implied.

2. Modal auxiliaries don't have the infinitive or participle form.

'To shall' 'To can' etc are wrong usages.

3. The following are equivalents of modal auxiliaries

a) Be able to= can
   He is able to run fast= He can run fast

b) Be+to= shall/will
   He is to join us.
   They are to start for Mavoor tomorrow.

c) Had better= should/ought
   You had better consult a physician.
   He had better be careful.
   Note: that the principal verb is in the present tense.

d) Have to, = must
   I have to reach Kannur by noon.

4. Ought to, used to, need and dare are known as **anomalous** or **defective verbs.**
5. **Used to** has no present tense. The negative form is **used not to/didn't use to**

Fill in the blanks with the appropriate modals.

(can, could, may, might, could, have, could not have)

1. The child **could not have** run ten kilometers without pausing.
2. My Father **can/could easily read** even at the age of eighty.
3. **Could** you lend me your spectacles?
4. Yesterday I **could have** called on my friend. But I forgot.
5. He **could have** won the match, had he been sincere.
6. How **can/could** they **go** about slandering us?
7. I **can** sleep well even without a fan.
8. **May** you live in peace and amity.
   You **could have** clearly explained your situation, if you wanted to be saved.
9. **Can** they join us this evening?
10. The boys **may** leave, as the bell has rung.
11. The teacher said, you **can** submit only on completion.
12. Had Newton lived, he **could have** established more theories.
13. The teacher **might** be angry, because you violated the rules.

Model questions

Choose the correct modals from the options in the following sentences.

1. I can/will/might see a lot of dark clouds in the sky; It may/might/will rain today.
2. Earlier you can/may/could eat plate full of rice; why won't/couldn't/can't you now eat even this much?
3. May/can/could I have your attention please!
4. In just thirty seconds, this washing machine can/will/may rinse fifty clothes.
5. May/will/can you have some more tea?
6. Though he is likely to win the championship, he will/can/might not try for that.
7. Will/would you mind opening the door for me?
8. You should/would be more polite while talking to your juniors in the office.
9. May/shall we have something different for dinner today?
10. You may/might pay some attention to the way you keep your room.
11. Though I am not well, I think I would/should attend the meeting.
12. When I was of your age, I should/could run without stopping.
13. Can/will you have some more rice?
14. Can/may this be true?

Filling with appropriate auxiliary verbs

15. I ……leave; I am getting late.
16. What is the point in crying over the spilt milk. You ……have listened to us earlier.
17. I ……leave for America next month.
18. Your father ……be close to 70 now.
19. ……his son live in eternal peace.
20. You ……improve your speech.
21. ……you speak English fluently.
22. He said I should/might come at any time.
23. You should/must reach office in time.
24. Will/shall I drive the car, while you sleep.

Interjections

They are words like oh, ah, hurrah, alas, vow etc which are used to express some strong feelings/emotions etc.

Generally these words are placed in the beginning of a statement, for giving emotional intensity.

Eg: Oh! I have lost my pen.

Ah! The sight is excellent.

Alas! He is no more.

Vow! What a great innings!

Sentence

A sentence is a group of words that gives meaning or makes sense.

Eg: The boy sang a song in the class. (there are some words in this sentence that are connected together to get a meaning)

This sentence can be split into subject and predicate as given below.

The boy (subject) sang a song in the class (predicate). In the predicate, the group of words 'in the class' does not make complete sense. It does not have a subject or predicate of its own. A group of words like this that makes partial sense and does not have a subject and predicate of its own is called a **Phrase.**

Another example is given below:

I bought a book from the market.

Subject- I

Predicate- bought a book from the market.

Clauses

Clauses are different from phrases. A clause is a group of words that forms a part of a sentence and may have a subject and predicate of its own.

Eg: When we reached home, it was midnight.

This sentence can be split as

1. When we reached home
2. It was midnight.

Both these parts are giving some sense. The second part gives complete sense and that can split into

1. It (subject) + was (verb) +midnight(complement). The first part also gives some sense.
2. When (adverb)+we (subject)+reached (verb)+home (object)
3. The second part is an independent clause while the first part is a dependent clause.

Classification of sentences

Sentences can be classified on the basis of meaning and structure. Details are given below.

On the basis of meaning

1. Assertive (declarative) sentences
2. Negative sentences
3. Interrogative sentences
4. Imperative sentences
5. Exclamatory sentences

The assertive sentences are statements or declarations.

Eg: The cow gives us milk.

Tagore is a famous poet.

A negative sentence makes a negative statement.

Eg: Sunil does not do his work on time.

Interrogative sentences are questions. They begin with interrogation or question marks or with'wh' words like which, where, why, when, how etc.

Eg; Do you know his name?

Where are you going?

Imperative sentence may be

1. Command/order

Eg: Get out.

Shut up your mouth.

2. Request

Eg: Please give me your pen.

3. Wish

I wish you all the best.

4. Prayer- eg- Long live the king, May god bless you.

Exclamatory sentences express the strong feeling of the speaker.

These sentences end with exclamation mark.

Eg: What a beautiful butterfly!

You too, Brutus! Then Caesar must die!

On the basis of structure, the sentences can be classified as

1. Simple sentences
2. Compound sentences
3. Complex sentences
4. Compound-complex sentences

An independent sentence with one subject and predicate is a simple sentence. (There is only one verb in these sentences)

Eg: 1. India won the match.

I love my country.

In compound sentences, there are two or more independent clauses connected by conjunctions. (There are two or more verbs)

Eg: We studied well and we appeared for the examination.

(In this sentence, 'and' is a conjunction)

In the complex sentences, there are independent and dependent clauses (main and subordinate clauses)

Eg: As soon as the bus reached, we ran into the bus.

In this sentence the clauses are

1. As soon as the bus reached (dependent clause or subordinate clause)
2. We ran into the bus. (independent or main clause)

In compound complex sentences, both compound and complex sentences are connected together.

Eg: I was sick; I met the doctor and he prescribed some medicines.

These sentences can be split as

1. When I was sick, I met the doctor (complex sentence)
2. and he prescribed some medicines. (compound sentence)

Model questions

Classify the following sentences into various types

a) Help us, please.
b) We do not like such things.
c) What a shame!
d) Be quiet.
e) He was killed in the party.
f) Have you finished your duty?

Answers

a. Imperative
b. Negative
c. Exclamatory
d. Imperative
e. Declarative
f. Interrogative

Classify the compound and complex sentences from the following

1. All are equal but some are more equal.
2. You must go or I will beat you.
3. When we reached home, it was dark.
4. Show me the place from where you got it.
5. They wanted to know who got the medal.
6. Although she has five children, all of them ignore her.
7. I couldn't come because I was sick.
8. Unless you work hard you will fail.
9. We tried our best but couldn't win the match.
10. A guest is unwelcome when he stays too long.

Answers

1.Compound
2.Compound
3.Complex
4.Complex
5.Complex
6.Complex
7.Complex
8.Complex
9.Compound
10. Complex

Recapitulation

Noun is a word used to refer to the name of a person, place or thing. There are many types of nouns: common, abstract, collective , proper noun etc. On the basis of numbers, there are singular and plural nouns.

- Pronoun is a word that replaces a noun. There are personal, impersonal, demonstrative, distributive, indefinite, relative, reflexive and emphatic pronouns. They are different cases, such as subjective, objective and possessive in which they can be used.

word which is used to add meaning of a noun or a pronoun is an adjective. There are different types of adjectives such as adjectives of quality, adjectives of number- definite, numeral and indefinite numeral adjectives –distributive, demonstrative, interrogative and emphasizing adjectives etc.

The part of the sentence that shows an action is called a verb. Verbs are broadly classified into transitive and intransitive verbs. They are also classified as linking verbs, main verbs, auxiliary verbs and regular and irregular verbs.

Adverb is a word that qualifies a verb, an adjective or another adverb. The different types of adverbs: adverbs of time, frequency, place, manner, degree, affirmation or negation and reason.

Prepositions are the words placed before a noun or a pronoun to show the relation or connection with the remaining parts of a sentence. Usually, by changing a preposition, we can change the entire meaning of a sentence.

Connectives are words such as and, but, after, because, though, as, wherein, whereupon, for, unless, lest, while, whereas etc; some of these connectives are known as coordinating conjunctions and others are called subordinating conjunctions.

The words a, an and the are called articles. A and an are known as indefinite articles.

The words such as can, should, may, might, will, would, shall, should, must and ought to are called modals and they differ in their tone and tenor. Just by changing modals, the entire meaning of a sentence can be changed.

A sentence is a group of words that makes complete sense. There are different types of sentences such as assertive or declarative, negative, interrogative, imperative and exclamatory. Based on their structure, we can divide sentences to simple, compound and complex.

1.Fill in the blanks with the appropriate prepositions:

a) Don't worry; we are prepared……..anything.
b) She is not capable…….facing such as trial.
c) The whole country is …….danger.
d) We must abstain……..bad habits.
e) Even today, we don't have access ……..information in our country.
f) It is believed that he was falsely implicated ……..the case.
g) Though a playback singer, she is well versed ……..classical music.
h) As a country, we are accustomed ……..corruption and dishonesty.
i) He is still ignorant ……..reality.
j) We pine ……..what is not there.

2.Choose the correct modals in the following sentences.

a. He said we can/could/would attend the party.
b. You should not/need not/must not turn on the light; it is already quite bright.

c. Will/can/shall/ I lift this box for you?
d. May/can/shall we go home now, sir?
e. He could/might/used to come on time earlier.
f. Doing that all alone shall be/would be/must be difficult for you.
g. We should/will/must try our best next time; we assure you.
h. Children could/must/should not watch television all the time.
i. Should/could/would you see Khadeeja, ask her to call me.
j. I was scared that if I told her the truth, she must/could/might not trust ever again.

3. Choose the correct nouns to make the sentence grammatically correct:

a. Have you got all the informations/information?
b. He doesn't know how to give advice/advices.
c. That cost me 30 thousands/thousand rupees.
d. Her sister-in-laws/sisters-in-law made her life miserable.
e. On my way back, I bought 4 dozens/dozen bananas.
f. A large number of people came to pay their last respects/respect to the departed leader.
g. After his death, his children squandered the entire assets/asset in a matter of months.
h. Rajan couldn't come to school today; he is down with measle/measles.
i. In Shakespearean world, even handkerchieves/handkerchiefs can spell a tragedy.
j. The good/goods of the family lies in keeping its dark secrets hidden.

4. **Fill in the blanks with correct pronouns:**

a) Who/whom are you speaking to?
b) Let us/we take care of that on our own
c) Yesterday, she and I/me were taking a walk.
d) Now that he is dead, we can divide the money between you and I/me.
e) After all, the car was my/mine.
f) Its/it's a big problem; don't take it easy.
g) Which/what do you take me to be?
h) Final decision, after all, is your/yours.
i) The poor girl hanged hers/herself.
j) I met her daughter who/whom is a doctor in Delhi.

5. Fill in the blanks with appropriate conjunctions:

a) Give up smoking……..face the consequences.
b) ……..he pretends to be against hypocrisy, he himself is a hypocrite.
c) ……..pleasure……..popularity can actually redeem your soul.
d) I saw her……..returning from office.
e) He is literate ……..not educated.
f) My friend is a prodigal, ……..his wife is a skinflint.
g) The drunk man spoiled …….. the party…….. the mood of the people.
h) ……..I entered the room……..the shriek was heard.
i) ……..the train stop ……..the thief jumped out of it.
j) Valsa is ……..charming ……..intelligent.

6. Use the given adverbs in their appropriate position:

a) We see each other nowadays seldom.
b) They are late for never work.
c) What you tell is not enough good.
d) The story has begun just.
e) He hasn't done anything wrong really.

f) We take usually our tea in the garden.
g) He cracks witty jokes often.
h) You have to mind always your language in such situations.
i) She has been informed about the incident already.
j) Have you seen ever anything like that?

7.Rewrite the following sentences by using proper degrees of comparison of adjectives:

a) No lesser than thirty people died in the accident.
b) He is more better today than he was yesterday.
c) Stella is more beautiful girl in the entire locality.
d) Steve is the oldest in the family.
e) Of the 3 points discussed, we need to concentrate on the latest.
f) The streets of Ludhiana are dirtier than Jaipur.
g) What I need is few day's rest.
h) Little smile can do wonders to your face value.
i) Few student who were in the class were intelligent.
j) I have a little doubt that he will succeed.

8.Use the following verbs transitively as well as intransitively:

a) Stop
b) Play
c) Fly
d) Fell
e) Speak
f) Decide
g) Move
h) Try
i) Sink
j) Read

Answers

1. a) Don't worry; we are prepared **for** anything.
b) She is not capable of facing such a trial.
c) The whole country is replete with filth.
d) We must abstain from bad habits.
e) Even today, we don't have access to information in our country.
f) It is believed that he was falsely implicated in the case.
g) Though a playback singer, she is well versed in classical music.
h) As a country, we are accustomed to corruption and dishonesty.
i) He is still ignorant of reality.
j) We pine for what is not there.

2.

a) He said we could attend the party.
b) You need not turn on the light; it is already quite bright.
c) Shall I lift this box for you?
d) May we go home now?
e) He used to come on time earlier.
f) Doing that all alone must be difficult for you.
g) We will try our best next time; we assure you.
h) Children shouldn't watch TV all the time.

i) Should you see Khadeeja, ask her to call me.
j) I was scared that if I told her truth, she might not trust me ever again.

3.

a) Have you got all the information?
b) He doesn't know how to give advice.
c) That cost me 30 thousand rupees.
d) Her sisters-in-law made her life miserable.
e) On my way back, I bought 4 dozen bananas.
f) A large number of people came to pay their last respects to the departed leader.
g) After his death, his children squandered the entire assets in a manner of months.
h) Rajan couldn't come to school today; he is down with measles.
i) In Shakespearean world, even handkerchiefs can spell a tragedy.
j) The good of the family lies in keeping its dark secrets hidden.

4.

a) Whom are you speaking to?
b) Let us take care of that on our own.
c) Yesterday, she and I were taking a walk.
d) Now that he is dead, we can divide the money between you and me.
e) After all, the car was mine.
f) It's a big problem; don't take it easy.
g) What do you take me to be?
h) Final decision, after all, is yours.
i) The poor girl hanged herself.
j) I met her daughter who is a doctor in Delhi.

5.

a) Give up smoking or face the consequences.
b) Though he pretends to be against hypocrisy, he himself is a hypocrite.
c) Neither pleasure nor popularity can actually redeem your soul.
d) I saw her while returning from office.
e) He is literate but not educated.
f) My friend is a prodigal, whereas his wife is a skinflint.
g) The drunken man spoiled not only the party but also the mood of the people.
h) Hardly had I entered the room when the shriek was heard.
i) No sooner did the train stop than the thief jumped out of it.
j) Valsa is both charming and intelligent.

6.

a) We seldom see each other nowadays.
b) They are never late for work.
c) What you tell is not good enough.
d) The story has just begun.
e) He hasn't really done anything wrong.
f) We usually take our tea in the garden.
g) He often cracks witty jokes.
h) You always have to mind your language in such situations.
i) She has already been informed about the incident.
j) Have you ever seen anything like that?

7.

a) No fewer than 30 people died in the accident.
b) He is better/much better today than he was yesterday.
c) Stella is the most beautiful girl in the entire locality.
d) Steve is the eldest in the family.
e) Of the three points discussed, we need to concentrate on the last.
f) The streets of Ludhiana are dirtier than those of Jaipur.
g) What I need is a few days' rest.
h) A little smile can do wonders to your face value.
i) The few students who were there in the class were intelligent.
j) I have little doubt that he will succeed.

8.

Stop (intransitive):	The play was stopped half way through.
Stop (transitive):	Stop being a fool!
Play (intransitive) :	While playing in a garden, he saw a snake.
Play (transitive):	When he plays cricket, he forgets about everything else.
Fly (intransitive):	The plane is flying in the sky.
Fly (transitive):	He flies planes in the sky.
Fell (intransitive):	He fell on the ground and hurt himself.
Fell (transitive):	If you can't plant a tree at least don't fell one.
Speak (intransitive):	Don't *speak* so loud.
Speak (transitive):	Always speak the truth.
Decide(intransitive):	When are you going to decide?
Decide(transitive):	Decide the matter quickly and act.
Move(intransitive):	Move to your left please.
Move(transitive):	He moved the proposal and it was accepted.
Try(intransitive):	He is trying hard to succeed.
Try(transitive):	Try this once more.
Sink(intransitive):	He sank rapidly into the sea.
Sink(transitive):	One stone is enough to sink a ship.
Read(intransitive):	He is reading in his study.
Read(transitive):	These days I am reading Bacon's essays.

APPLIED GRAMMAR AND USAGE

Objectives

This chapter will help the students to understand

1. Subject-verb agreement
2. Correct uses of tenses
3. Types of clauses
4. Active and passive voice
5. Tag questions
6. Correct usage of punctuation marks.

SUBJECT- VERB AGREEMENT

Introduction

The basic unit of communication in any language is the sentence. A typical English sentence has two parts: a subject part and a predicate part. The subject denotes the person or thing about which something is said. The predicate is what is said about the person or thing denoted by the subject. The verb is an essential (sometimes the only) element of the predicate.

What is concord?

In grammar concord usually means subject-verb agreement in a sentence. A verb must agree with its subject in NUMBER and PERSON. The general rule is that a singular subject takes a singular verb, and a plural subject takes a plural verb.

Look at the following examples:

1. Singular
   A dog is an animal.
   My brother enjoys cricket.
   Note how the same verbs become plural when the subjects become plural.
2. Plural
   Dogs are animals.
   My brothers enjoy cricket.
   Next let us note how the verb changes according to the change in person.

b) Person

(i) First person I, we

I read a book. (singular)

We read books. (plural)

(ii) Second person You,

You read a book. (singular)

You read books. (plural)

(iii) Third person He, she, it, they.

He/she/it/reads a book. (singular)

They read books. (plural)

Note that in the above examples, we have considered the verb in the present tense. When we use the past or the future tense, the verb will undergo further, changes.

General rules of concord;

1. When two or more subjects are joined by **and**, the verb is plural.

Examples

a) Mr. Das and his wife have come.
b) Both you and I are friends.
c) Hari, Rahim and Peter go to the same school.

2. When two plural subjects are joined by **or,either…or**, **neither….nor** the verb is plural.

a) Cows or oxen are grazing in the field.
b) Either apples or oranges are required.
c) Neither the teachers nor the students have come.

3. When two singular subjects are joined by **or, either…or**, **or neither…nor**, the verb is singular

a) Nisha or Jisha has done this job
b) Either he or his son helps me with the gardening.
c) Neither the girl nor her brother has eaten anything since yesterday.

4. When a singular subject and plural subject are joined by **or, either…or , or neither…nor**, the verb agrees with the subject nearer to it.

a) Rahul or his brothers look after their old father.
b) Either you or I am to blame.
c) Neither the children nor their mother has come.

5. When two subjects are joined by with**, along with, together with, accompanied by, in the company of, in addition to, besides, together with, as well as etc**, the verb agrees with the first subject. Here are a few examples.

a) The minister, along with his two personal assistants has arrived.
b) Jaya, as well as her cousins, is coming.
c) He, in addition to his sisters, has invited us to his house.
d) The children, accompanied by their servant, have gone to the garden.
e) The shop, with all its goods, is for sale.

6. When the subject is **one of/each of/everyone of/ followed by a plural noun the verb is singular to agree with one of, each of, everyone of.**

a) One of my students is a priest.
b) Each of the children was given a toy.

c) Every one of his servants is honest.

7. When the subject is **Each/Every/Either/Neither**, followed by a singular noun, the verb is singular.

a) Each man does his work well.
b) Every man wants to be happy.
c) Either pen writes well.
d) Neither girl has failed in the examination.

8. A (**great/large/small) number of / a lot of/ the majority of** is followed by a plural verb.

a) A (large) number of guests have arrived.
b) A lot of people (lots of people) love to watch the TV.
c) The majority of the villagers are illiterate.

9. **A lot of** takes a singular verb when it denotes amount and a plural verb when it denotes amount and a plural verb when it denotes number.

a) A lot of (or a good deal of) money has been spent in repairing this house.
b) A lot of problems have been solved.

10. Similarly, **all, some, half** etc. take a singular verb when they denote amount or quantity, and a plural verb when they denote number.

a) All the work has been done.
   All (of) the managers are sour.
b) Some of the tension has been eased.
   Some of the ministers are corrupt.
c) Half (of) the times was wasted.
   Half (of) your problems are imaginary.

11. **The number of** followed by a plural noun takes a singular noun.

a) The number of devotees visiting sabarimala year after year is increasing very much.

12. In a sentence with the dummy subject **'there'** the verb agrees with the real subject that follows it.

a) There is a book on the table.
b) There are two books on the table.

13. When a plural number applies to distance weights, heights, or amounts of money, and represents a single figure or quantity it is treated as singular and takes a singular verb.

a) Fifty rupees is a lot of money for a poor man.
b) Thirty kilometers is not a big distance in these days of quick transport.
c) Forty kilos per passenger is the baggage allowance.

14. If the plural numbers used in item 13 are considered as consisting of a number of separate units, they take plural verbs.

a) Thousands of rupees are spent on marriages even by the poor.
b) Five kilometers of the railway track have been laid so far.
c) Fifty kilos of vegetables are sold by him every day.

15. In the case of collective noun, a singular verb is used where the group is considered to be one unit, and a plural verb is used when individual members of the group are thought of.

a) A flock of sheep is grazing in the field.
b) The ship's crew was a group of different nationalities.
c) The staff (i.e. The members) were unanimous in their support of the headmaster.
d) The committee is divided on the bonus issue.

16. When two or more nouns which is a compound subject are combined by **and** refer to the same person or thing, then the verb is singular.

a) My friend, philosopher and guide is my father.
b) Rahim's profession and hobby is music.
c) Bread and butter is the staple food of British.
d) Law and order is the responsibility of every true citizen.

17. When singular nouns connected by and are preceded by **each or every** they take a singular verb.

a) Every boy and very girl in our locality has a bicycle.
b) Each driver and each peon wears a dark grey uniform.

18. The names of literacy work, countries and organizations which are plural in form take a singular verb.

a) "Great expectations" is one of Dicken's popular novels.
b) The Maldives is a group of islands to the southwest of India.
c) The United Nations was set up in 1945.

19. Subject names ending in 'ics' such as politics, economics, mathematics, physics, etc. take a singular verb.

a) Mathematics is my favorite subject.
b) Economics deals with money, land, labour, production etc.

20. The noun clothes is always plural and has no singular form.

a) All her clothes are clean.
b) New clothes have been bought for the baby.

21. News is always treated as singular.

a) No news is good news.

22. A pair of, many a, more than one etc. take a singular verb.

a) A pair of scissors costs hundred rupees.
b) Many a soldier was killed in battle.
c) More than one member has complained about the poor quality of food.

23. Class nouns like furniture, clothing, and luggage are singular and take singular verbs.

a) The furniture in our house is old.
b) Their luggage was carried by a porter.
c) All my clothing has been ironed.

24. Many, few refer to number and are plural.

a) Many boys have failed in the examination

b) A few girls have failed in the examination.

25. Much, little refer to amount or quality and are singular.

a) Much of the country side has been destroyed by urbanization.

b) A little mercy is what the orphan needs.

26. If a headword is qualified by phrases the verb agrees with the headword and not the nouns in the qualifying phrases.

a) The owner of these houses lives in Dubai.

b) The children in this school are very active.

27. Similarly, if a clause or any other long group of words separates the subject from the verb, special care is necessary to locate the actual subject word and make the verb agree with it.

a) All the books, which you borrowed from the library last month, are to be returned immediately.

b) The cake, which you baked for me, is simply delicious. (Tasty).

28. When two singular subjects are connected by **not only….but also**, the verb will be singular.

a) Not only Arun, but also his father is a doctor.

b) Not only the cinema but also the TV has influenced our lives.

29. In the above case if the two subjects differ in number or person or both the verb will agree with the second subject.

a) Not only the earth but all the other planets go round the sun.

b) Not only Varun, but also you are to blame for this.

30. When the subject of a verb is a relative pronoun, the verb agrees in number and person with the antecedent of the relative pronoun.

a) You, who are the leader of the group, have to be more responsible.

b) Kamala Das, who is a famous poetess, is talking to us today.

31. For the purpose of concord, uncountable nouns are treated as singular and therefore they take a singular verb.

a) Gold is a precious metal.

b) Water is essential for life.

MODEL QUESTIONS

Fill in the blanks with the appropriate forms of the verbs in the bracket:-

1. Neither of her parents…….. (live) in India.
2. Either of the participants….. (get) a consolation prize.
3. Some one … (have) misplaced my camera.

4. Few men…. (be) wholly honest these days.
5. Slow and steady… (win) the race.
6. Boarding and lodging… (be) expensive in cities.
7. There is no water in our tank. … (be) there any in yours?
8. Most young people… (feel) insecure and pessimistic these days.
9. Among the candidates interviewed none… (be) found suitable.
10. Either you or I … (be) wrong.
11. Salt as well as sugar … (be) called "white poison".
12. Politics … (do) not attract every one.
13. Three rupees … (be) enough for a simple meal many years ago.
14. Fifty years of a happy married life …. (deserve) a grand celebration.
15. The class … (be) silent when the teacher entered.
16. Speaking and writing …(be) two different skills.
17. According to regulation, hood and gown… (be) to be worn by graduates at the convocation.
18. Forty years in the service … (be) a long innings indeed.
19. Either Surya or I … (have) to o this job.
20. Most of his month's salary … (be) invariably spent by the middle of the month social service.
21. Much of her time … (be) taken up by social service.
22. I don't think either of the sisters … (have) come.
23. One of us …(have) brought a dictionary.
24. The manager speaks to each of the men who … (work) here.
25. John, as well as his brothers … (be) sleeping.

ANSWERS

1. Lives 2. Gets 3. has 4. are 5. Wins 6.is 7. Is

8. feel 9. was 10. am 11. is 12.does 13.was 14.deserve

15.was 16.are 17.is 18.is 19.have 20.is 21.is

22.has 23.has 24.work 25.is

Correct the following sentences:-

1. That pair of shoes belongs to me.
2. The cattle was grazing in the meadow.
3. He gave me many good advices.
4. Neither of us present.
5. **The Three Musketeers** were written by Dumas.
6. No sound but their own voice were heard.
7. There lives, their liberties and their religion is in danger.

8. Mohan rather than his brother are guilty.
9. Thread and needle are the main equipment of a tailor.
10. A girl with her mother have come to see you.
11. Two and two make four.
12. The thieves, accompanied by a constable, was taken to the court.
13. My application, together with the testimonials were handed in yesterday.
14. The eminent director and film maker satyajith Ray, are dead.
15. The shop, with all its goods, is for sale.
16. Bread and butter is charged separately.
17. Some novels together with a dictionary was given to me on my fifteenth birthday.
18. Pandit Ravisanker, accompanied by three instrumentalists are giving a music concert at the municipal Town tomorrow evening.
19. Not only Gouri but also her younger sister have been issued.

ANSWERS

1. belongs	2.were	3.much	4.was	5.was
6.was	7.are	8.is	9.is	10.has
11. makes	12.were	13.was	14.is	15.is
16.are	17.were	18.is	19.hasbeen	20.hasbeen

There are a few more rules connected with subject verb concord. They are given below:

1. Words like jeans ,pants ,scissors, trousers, news, glasses ,belongings, out skirts , goods, congratulations, cloths, particulars etc are plurals and they take plural words

   Eg: Is there any interesting news about us ?

   They are my reading glasses.

2. The following words look like plurals. But they are singular and take singular verbs

   Diabetes, Physics, Statistics, Jury, Politics, means, clothes, advice, measles mumps , Electronics

   Eg: Statistics is a scoring subject

   Politics is a dirty game

3. Sometimes words like Statistics and Economics take plural verbs when they do not stand for the name of subject.

   Eg: Statistics (figures) now reveal that more and more people are now returning from gulf countries.

   The economics (economic policies) of third world countries have always baffled us.

4. The names of some diseases are named after the medical scientists who discovered them. In such cases an apostrophe "s" is added after the discoverer and the name is considered as singular and take singular verb.
   Eg: Parkinson's disease is very serious to my friend
   Alzheimer's is threatening my wife.
5. The words innings, billiards , committee , herd , council, team ,etc are considered as singular and take singular verb .
   Eg: The herd was seen passing the tunnel.
   Our team has won the match.
   A committee is constituted to discuss the problem.
6. In the following words both the singular and plural forms are same.
   Eg: sheep, series, species, swine, air craft, deer, luggage, furniture, scenery
7. The following words are generally considered as plurals
   Thanks, assets, annals, alms, riches, tidings, proceedings
8. The expression like /a majority of /a number of / a lot of / plenty of / all of etc are generally followed by plural nouns and so take plural verbs.
   Eg: A lot of people decided to abstain from drinking.
   Plenty of steps are required here.
9. When expression like plenty of /a lot of / a great deal of etc are not followed by plural noun, the verb chosen are singular.
   Eg: Plenty of room (opportunity) is available for the graduates.
   Most of the discussion was about this topic.
   Plenty of food goes waste everyday.

Model Questions

Correct the following sentences

1. Either Mursida or her sister have done this
   (Ans: has done this)
2. Twenty thousand rupees are a meager salary these days.
   (Ans: is a meager salary)
3. 20% of Rs 2000 are not a big amount
   (Ans: is not a big amount)
4. Bread and butter are the breakfast for many people in India.
   (Ans: is the breakfast for many people)
5. The cashier and the accountant has come.
   (Ans: have come)

Model Questions

Choose the correct subject-verb combination from the following

1. It is obvious that everyone is/are fine.
2. The majority of the nurses in our country are/is woman.
3. Either James or his brothers has/have the written the mail.
4. The jury has/have decided to hear the case.
5. These fools is/are known to everyone.
6. A lot of Indians have/has raised the problem.
7. None of the reports are/is worth consideration.
8. One of the boys was/were hurt in the class.
9. Quite a few students find/finds the classes boring.
10. The foreign delegation comprising many experts is/are likely to visit our college next week.

Answers

1) Is	2) are	3) have	4) has	5) are
6)have	7) reports	8) was	9) find	10) is

TENSES

The word "tense" is derived from the Latin word "tempus" which means "time" There are three tenses in English. They are 1) Present Tense 2)Past Tense and 3) Future Tense.

A verb that refers to a time in the present is said to be in present tense.
Eg: I often write a letter to my friend.
A verb that refers to a time in the past is said to be in past tense.
Eg: We celebrated onam last month.
A verb that refers to a time in the future is said to be in future tense.
Eg: I shall visit my son today.

Each tense in English has four aspects so that in all we have twelve tense forms as given below.

The twelve aspects of tense.

Present Tense

1.	Simple present	:	He works. They work
2.	Present Continuous	:	He is working. They are working.
3.	Present perfect	:	He has worked. They have worked.
4.	Present perfect Continuous	:	He has been working. They have been working.

Past Tense

1. Simple past : He worked. They worked.
2. Past Continuous : He was working. They were working.
3. Past Perfect : He had worked. They had worked.
4. Past perfect continuous : He had been working. They had been working.

Future Tense

1. Simple future : I shall work. They will work.
2. Future Continuous : I shall be working. They will be working.
3. Future perfect : I shall have worked. They will have worked.
4. Future perfect Continuous : I shall have been working. They will have been working.

Table of Tenses

The structural patterns of the twelve tense forms in the three time divisions are given in the following table:

TENSES				
	Simple	**Progressive or Continuous**	**Perfect**	**Perfect**
Present	Works Work	Am/is/are Working	Have/has Worked	Has/have been working
Past	Worked	Was/were Working	Had Worked	Had been working
Future	Shall/will Work	Shall/will be Working	Shall/will have Worked	Shall/will have been working

Study the above table and the examples given. Try to distinguish the difference tenses. Take any other verb like read, listen, cook etc. and write out all the twelve tense forms. For further practice use different subjects.

Uses of the present tense

The simple present is used:

i. To express that actually takes place at the moment.

a. I believe your words.
b. Look! The baby smiles.

ii. To express habitual actions

a. We go to college everyday.
b. She reads early in the morning.

iii. To express universal truths/ general facts.

a. Delhi is the capital of India.
b. Water boils at 100 C.
c.

iv. To represent future action

a. He leaves for Mokkam next week.
b. Ring me up when you reach Delhi.

v. To express actions completed in the past so as to make the narration dramatic.

a. Prasad passes the ball to Matthew, he shoots, but the ball goes wide off the mark.

This is known as "Historic Present" and is commonly used in running commentaries of sports and games events.

vi. To ask for instructions

a. Where do I find him?
b. What do we do next?

vii. To quote from books etc.

a. Keats says, "A thing of beauty is a joy forever"
b. The circular says, "Report for duty at 9 P.M tomorrow".

The present continuous is used:

i. To express an action going on at the time of speaking.

a. The boys are playing in the park.
b. The headmaster is addressing the students.

ii. To indicate a situation that is temporary not permanent or habitual.

a. I am reading "Great Expectations"
b. She is shouting at the servant.

iii. To indicate an action in the immediate future.

a. My aunt is coming home this evening.
b. I am sending them a telegram this afternoon.

iv. To express habitual action

a. My brother is working as a scientist in TIFR.
b. I am taking medicines regularly.

Please note

The following verbs are not ordinarily used in the present continuous Tense

a) Verbs of Perception
   Hear, see, smell, taste etc.
b) Verbs expressing feelings
   Love, hate, wish, like, forget etc.
c) Verbs denoting possession
   Have, own, belong, keep etc.
d) Verbs describing mental activity

   Think, feel, know, man, suppose etc.

The present perfect is used:

i. To denote an action that has just been completed

a. The children have just come home.

b. The train has arrived at the station.

ii. **To express an action which began in the past and continued up to the** present moment.

a. We have studied in this college for two years now.

b. My father has lived in Goa for six years.

iii. To describe a completed action but not specifying time of completion.

a. I have been to Calicut.

b. I have met Mr. Mirsa.

iv. With for and since.

a. They have lived here for ten years.

b. They have lived here since 1987.

Note that for is used with a period of time and since is used with point of time.

v. With lately, recently, yet

a. We have been very busy lately.

b. Haven't you finished your work yet?

vi. With ever and never to show habit or past actions

a. Have you ever tasted wine?

No, I have never tasted it.

b. I have never been an early riser.

Please note

The present perfect should never be used with a past time reference. For instance, it is wrong to say:

I have seen him yesterday. (X)

We have visited Bombay last month. (X)

It should be rewritten as:

I saw him yesterday

We visited Bombay last month.

The present perfect continuous is used

i. To express an action that has been going on for some time beginning in the past and continuing up to the present.

a. It has been raining continuously for the past ten hours.

b. I have been struggling to finish my work since last Monday.

ii. To describe an action which has continued up to the present and has just stopped or may continue even in to the future.

a. We have been discussing the matter.

b. How long have you been waiting here?

Read the above section and become familiar with the various used of the Present Tense forms. Let as move on to the Past Tense and its uses.

Uses of the Past Tense.

The simple past is used:

i. To denote an action or event at a definite point or during a period of time in the past.
   a. My uncle left for Bhopal last night.
   b. India became independent in 1947.

ii. To express a habitual action in the past.
   a. Grandmother told us stories when we were children.
   b. We visited Darjeeling every summer.

iii. To show an action that happened over a long period of time in the past.
   a. The poor boy later became the president of America.
   b. He became weaker and weaker and at last died.

iv. To describe an action in the past but without any mention of time
   a. The train was ten minutes late.
   b. He wrote three letters.

The Past Continuous is used:

1. To express an action in progress at a point of time in the past.
   a. I was writing notes at eight o' clock last night.
   b. A policeman was regulating the traffic at Park Avenue.

2. To express an action going on in the past when another action took place at a particular point of time.
   a. The old woman was walking along the grass, when a snake bit her.
   b. We were watching T.V when the lights went out.

3. To express two or more continuous action taking place at the same time.
   a. She was singing loudly when I was preparing for my class test.
   b. The baby was sleeping while her mother was doing the house work.

4. To express intention as with the verb going to etc.
   a. My aunt was planning to go to the States, but she dropped her plans.
   b. Shyam was going to sing, but he forgot the tune.

The Past perfect is used:

i. To describe an action which had begun and was continuing up to a point in the past.
   a. He had been working since dawn.
   b. Deepak had been waiting for a long time.

ii. To describe an earlier action which continues right up to the time of a later action
   a. She had been doing all the housework herself before her son got married.
   b. The communal violence had been going on for some days before the police intervened.

Use of the Future Tense

The simple future tense is used.

i. To denote an action that has still to take place

a. We shall buy a washing machine next week.
b. Parliament will adjourn at the end of this month.
c. Prof. Sen addresses the students next week.
d. Our neighbours are shifting to their new house next year.
e. My sister is going to have a baby.

NOTE: The different way in which the Simple Future has been expressed.

ii. To show a habitual action in the future.

a. Spring will come again.
b. Man will resist evil.

iii. To make formal announcements of future plans as for instance by the media.

a. The Chief Minister will visit the flood hit areas tomorrow.
b. India will import industrial equipment from Japan.

Note "shall" is used with the first person pronounces. 'I' and 'We' and will is used with the other persons, though this distinction is overlooked in informal usage, "I/we + will" shows determination. "The other persons + shall denotes compulsions /order

Future continuous is used:

i. To express an action that will be going on at some point of time in the future.

a. We shall be enjoying our holidays next week.
b. More and more people will be visiting the Asthma Cure Centre at Hyderabad in October.

ii. To suggest that something in the future has already been fixed or decided.

a. The Chief Minister will be inaugurating the new project tomorrow.
b. The students will be having model exams in February.

The future perfect is used:

i. We shall have completed our course by April.
ii. By this time next year, she will have left India for good.

The Future perfect continuous is used:

To express an action which is continuous and extends to future time

a. By the end of this century, I shall have been teaching in a college for 25 years.
b. By 3 PM., I shall have been driving for six hours.

What you have in the foregoing section is a general list of the uses of the various tense forms. But please remember that language is not a rigid structure. Often structures can be used, one for the other. Also they can be put to several other uses. You will be able to discover them for yourself when you become more familiar with this aspect of grammar.

Read the above sections little by little, and grasp the essentials. Let us now turn to Conditional sentences.

Conditional Sentences.

A conditional sentence or clause is one which expresses a condition. It is usually introduced by if or unless (=if not)

Three main types of conditionals are usually distinguished.

Type I Probable Condition

This is an open condition i.e., a condition that may or may not be fulfilled.

i. It has the simple present in the conditional clause and will/shall/can/may +infinite
   a. If it rains, we shall stop playing.
   b. If he calls her, she will go with him.
   c. If you try, you can pass.
   d. If we ask, they may help us.

ii. Instead of if + present + Future, we may use
   a. If +present continuous + Future.
      Eg. If you are looking for your watch, you will find it on the kitchen shelf.
   b. If + present + future
      Eg: if you have finished your work, we shall go.

Type 2 Improbable Condition

i. This is a rejected condition where the action is not likely to happen. It has the simple past in the conditional clauses and would/should/could/might + infinitive in the main clause.
   a. If it rained, we should stop playing.
   b. If he called her, she would go with him.
   c. If your tried, you could pass.
   d. If we asked, they might help us.

ii. We can also use should or were at the beginning of the sentence.
   a. Should you fail/ were you fail, your parents would be miserable.

iii. Other examples:
   a. If you were looking for your watch, you would find it on the kitchen shelf.

      [If + past continuous + Future]

   b. If you had finished your work, we should go.
      [If + past perfect + Future]
   c. I would be grateful if you would/ Could send me an early reply.

      [a formal request]

Type 3 impossible condition

i. It refers to an action which did not occur. It has the past perfect tense in the conditional clause and would/should/could/might/+have +past participle in the main clause.
   a. If it had rained, we should have stopped playing.
   b. If he had called her, she would have gone with him.
   c. If you had tried, you could have passed.
   d. If we had asked, they might have helped us.

ii. We can omit 'if' and begin the sentence with had
   Had you walked faster (=if you had walked faster, you could have caught the bus.

The structures of various tenses are given below.

1. Simple present or present indefinite tense
   Subject + base form of verb + s/es +object
   Eg i. she +like +s + toys.
   ii. Anil + watch + es + a movie on Sunday.

1. Present continuous or present progressive tense
   Subject + is /are/ am + base form of verb + ing + object
   Eg : I + am +write +ing +a letter.
   They +are +eat + ing +bananas.
   She +is +read +ing + a novel.
   Note: First person singular- I +am
   First person plural- we + are
   Second person- you +are
   Third person singular he/she/ it +is
   Third person plural – they + are

The following verbs are generally not used in "ing" form

1. Verbs of emotion
   Eg: wish, desire, like, love, hate etc
2. Verbs of thought
   Eg: think, believe, agree, mean, know etc
3. Verbs of senses:
   Eg: see, hear, taste, smell, touch, feel
4. Verbs of perception
   Eg: recognize, notice, imagine, remember etc
5. Verbs of appearance
   Eg: appear, seem, look etc
6. Verbs of possession
   Eg: own, possess, belong, contain have, consist etc

2. Present perfect tense
   Subject + have/has + past participle form of verb +object
   Eg.We + have + contributed + immensely + in the field of science and technology.
3. Simple past Tense
   Subject + past form of verb + object /object complement/adjunct
   Eg: Sukumar + disclosed + the secret.
4. Past perfect
   Subject + past participle form of verb + object or object complement/adjunct
   Eg: when the police came the theft had escaped
5. Simple future or Future Indefinite
   Subject + will/shall + base form of verb +object/complement/adjunct
   Eg: We + will go+ there.
6. Past continuous (progressive)
   Subject + was/were + base form of verb + ing + object/complement/adjunct
   Eg: They + were + eat + ing + cakes.
7. Future perfect
   Subject + will /shall have + past participle form of verb + object/ complement/adjunct
   Eg: He + will have gone to Calicut.
8. Present Perfect Continuous
   Have/ has + been + base form of verb + ing + object /complement/adjunct
   Eg: It has been raining for nearly one month.
9. Past perfect continuous
   Subject + had been + base form of verb + ing + object/complement/ adjunct
   Eg: They had been working for a better position.
10. Future perfect continuous
    Subject + will/shall + have been + base form of verb + ing +object/complement/adjunct Eg: Anu will have been playing cricket.

Model Questions

Fill in the blanks with appropriate verb forms

1. My mother _____(buy) vegetables from the shop.
2. I _____(walk) very fast.
3. She _____(rebuke) her child for playing computer games.
4. We _____ (not find) the solution this problem.
5. They _____(not trust) their employees.
6. Girls _____(not like) wrestling.
7. The librarian usually _____(purchase) books in July.
8. Suda often_____ (dance) skillfully.
9. Sudeer _____ (take) coffee after dinner.
10. It _____(rain)frequently in London.

Answers

1. Buys/bought	2. Walk/walked	3. Rebukes/rebuked	
4. do not find	5. Do not trust	6. Do not like	
7. purchases	8. Dances	9. Takes	10. rains

Model Questions

1. I _____ (work) hard these days.
2. We _____ (face) an acute problem in power supply these days.
3. Mr. Smith _____(learn) French these days .
4. Due to economic recession many companies _____ (down size) their operations.
5. Annie _____(relish) orange juice in the sun.
6. Our institute _____(plan) to start a new course.
7. Our government _____ (not cut) down the prices of petroleum.
8. The patient _____(wear) a blanket because he feels cold.
9. The watchman normally _____(bring) tea from outside.
10. That great man always _____(donate) a lot of money to poor people

Answers

1. Am working	2. Are facing
3. is learning	4. Are downsizing
5. is relishing	6. Is planning
7. is not cutting	8. Is wearing
9. brings	10. Donates

Correct and incorrect usages

Incorrect usage	Correct usage
1. I <u>am not agreeing</u> to your point of view.	1. I don't <u>agree</u> to your point of view.
2. The committee is <u>consisting</u> of three members.	2. The committee <u>consists</u> of three members.
3. He is <u>appearing</u> to be sad today.	3. He <u>appears</u> to be sad today.
4. I am <u>preferring</u> coffee to tea.	4. I <u>prefer</u> coffee to tea.
5. He is <u>seeming</u> to be all right.	5. He <u>seems</u> to be all right.
6. I am <u>feeling</u> tired.	6. I <u>feel</u> tired.
7. We are not <u>meaning</u> this.	7. We don't <u>mean</u> this.
8. Are you <u>minding</u> moving a little?	8. Do you <u>mind</u> moving a little?
9. We are <u>hoping</u> to see you.	9. We <u>hope</u> to see you.
10. We are <u>wishing</u> to you happy life.	10. We <u>wish</u> you happy life.

Model Questions

Fill up the following with simple past tense forms

1. Earlier, I _____ (cannot contact) you.
2. _____the officer _____ (inform) you about that?
3. My children _____(play) cricket while I _____(sleep).

4. _____your company _____ (plan) to start something in the earlier this year?
5. Last month, my wife _____ (visit) Delhi for attending a meeting.
6. His father _____ (drive) his bake home very fast.
7. Mr. Umair _____ (deposit) ten thousand rupees in his son's account.
8. They _____ (open) new branches in all the cities.
9. Since she was not well, she _____ (consult) a doctor.
10. The teachers of the conference _____ (identify) the innovative methods of teaching.

Answers

1. Could not
2. Did, inform
3. Played, slept
4. Did, plan
5. Visited
6. Drove
7. deposited
8. Opened
9. Consulted
10. identified

Model Questions

Fill up the following with appropriate verb forms in present perfect tense

1. I am not feeling hungry, I _____ (take) lunch.
2. We _____ (not meet) each other for a long time.
3. The government _____ (pass) a bill for free college education.
4. Though she loves driving, she _____ (not learn) how to drive.
5. _____ you ever _____ (think) of how stressful life _____ (become) these days.
6. I know I _____ (leave) all to pass the exam.
7. The magic band _____ (display) an excellent show this time.
8. The film director _____ (develop) the plot of the story.
9. He is not aware of the legal implications as he _____ (not purchase) any land before.
10. The policy _____ (come) as a result of the attack from the media.

Answers

1. Have taken
2. Have not met
3. has passed
4. Has not learned
5. have, thought, has become
6. Have left
7. has displayed
8. Has developed
9. has not purchased
10. Has come

Correct the following

1. I have passed my B.Ed in 2003.
2. We finished our work now.
3. Don't worry, I already informed her about that.
4. We have seen a tiger five years ago.
5. I have spoken to him last night.
6. Wait, I couldn't yet finish my work.
7. I have read the story in class X.
8. We have spent a happy night yesterday
9. She has submitted her project today.
10. Last year, we have conducted several seminars.

Answers

1. Passed 2. Have finished 3. Have informed
4. saw 5. Spoke 6. Have not finished
7. read 8. Spent 9. Submitted 10. conducted

Model Questions

Choose the correct tense forms from the following options

1. Modern discoveries challenged/ have challenged many established nations.
2. India won/has won the one day series against Russia.
3. Prices increased/have increased alarmingly in the past two months
4. She left/ has left yesterday itself.
5. She left/has left just now.

Answers

1. Has challenged 2. Has won 3. Have increased 4. left 5. Has left

Choose the correct tense forms from the following sentences

1. Call the doctor, I think he broke/has broken his leg.
2. They questioned/ have questioned the actor at the airport before they let/have let him go.
3. We spent/have spent the entire weekend worrying about his details.
4. Research showed /has shown that the rest will help people to get a relax.
5. Shakespeare wrote/ has written his last play in 1613.

Answers

1. Has broken 2. Questioned ,let 3. Spent 4. has shown 5. Wrote

Model Questions

Select the appropriate verb forms from the following and fill up the sentences

(grow/have/decided/watch/work/paint/rain/write/want/keep/put)

1. I did my homework when I _____ television.
2. Since it _____ we cannot go to beach.
3. Yesterday, I _____breakfast at 7 am.
4. Where is my mobile phone? It was on the table. Probably, somebody_____ it somewhere else.
5. We _____ (not) to bother them. So we stopped asking them stupid questions.
6. After finishing his work, he _____ to go out.
7. Don't disturb me, I_____ an essay.
8. I am very tired today. I _____ all day.
9. Unemployment _____ at an alarming rate for the past 2 years because of economic depression.
10. This room was white. Now it is blue. He _____ it blue.

Answers

1. Was watching
2. Is raining
3. had
4. Put
5. did not want
6. Decided
7. am writing
8. Have been working
9. has been growing
10. Has painted

Moods of verbs

Verbs express actions. They have different ways and manners of expressions and that is known as the mood of the verbs. Details are given below.

1. Indicative mood

Here the verb indicates a statement of facts, ask a question, or express a supposition.

Eg :
1. The film was impressive (statement)
2. Have you finished your food? (question)
3. If no one comes, I will stay here. (supposition)

2. Imperative mood

The verb expresses command, request, order, prayer etc

Examples:

1. Please come here. (request)
2. Don't put the waste here. (order)
3. May God bless you. (prayer/wish)

3. Subjective mood

Here the verb chooses peculiar grammatical structure

Example

1. I wish I were a film star. (the verb is not am or was)
2. If I were a bird, I could fly. (not if I was)
3. It is high time we did something about corruption. (not we should/or would)
4. He talks to me as though I were his servant. (not I was/ I am)

Model Question

Find out the mood of the verbs in the following sentences

1. Do not speak to me like that.
2. I wish I knew how to drive a car.
3. The sun rises in the east.
4. Save some money.

5. It is high time we left the party.
6. Please don't be so rough.
7. If I were you, I would never do this.
8. Shut up!

Answers

1. Imperative	2. Subjective	3. Indicative
4. imperative	5. Subjective	6. Imperative
7. subjective	8. Imperative	

VOICE

A transitive verb has two voices

1. Active voice
2. Passive voice

In active voice subject is prominent while in passive voice object is more prominent.

Eg: I wrote an essay. (active)

An essay was written by me. (passive)

In the passive voice construction, the object of the active verb becomes the subject.

Different ways of using the passive voice

1. While describing scientific experiments or process passive voice is preferred eg: one gram of sodium chloride was taken in a test tube. It was dissolved in water……..
2. While there is emphasis on the action and not on the agent passive voice is preferred
   Eg: A building was built by the Panchayath to store the materials.
3. In commands
   Eg: Inform the doctor now. (AV)
   The doctor should be informed now. (PV)
4. Questions in the passive voice
   Eg: Can I trust this man? (AV)
   Can this man be trusted? (PV)
5. If the verb is followed by the direct and indirect objects, either of the objects may be used as the subject in the passive voice.
   Eg: The king showed the prisoner mercy (AV)
   The prisoner was shown mercy by the king (PV)

Rules for transformation

1. Put the object of the active verb in the subject position.
2. The form of the verb is changed in the passive voice.
3. The number of the verb is changed according to the number of the object.
4. No change for auxiliaries.
5. Format will be
   Be forms + past participle.

Passive forms of various Tenses

1. Simple present
   My brother writes a story. (AV)
   A story is written by my brother. (PV)
2. Present Continuous
   My brother is writing a story. (AV)
   A story is being written by my brother. (PV)
3. Present perfect
   My brother has written a story. (AV)
   A story has been written by my brother. (PV)
4. Simple past
   My brother wrote a story. (AV)
   A story was written by my brother. (PV)
5. Past continuous
   My brother was writing a story. (AV)
   A story was being written by my brother. (PV)
6. Past perfect
   My brother had written a story. (AV)
   A story had been written by my brother. (PV)
7. Simple future
   My brother will write a story. (AV)
   A story will be written by my brother. (PV)
8. Future perfect
   My brother will have written a story. (AV)
   A story will have been written by my brother. (PV)

Passive terms of the models

1. Can
   Anil can win the match. (AV)
   The match can be won by Anil. (PV)
2. Could
   Anil could win the match. (AV)
   The match could be won by Anil. (AV)

   Model Questions

   Rewrite the following in to passive voice
   1. We advise the malaria patients to wear a mask.
   2. We can prove that Darwin's Theory has some truth.
   3. They will organize the function in the hall..
   4. The attendants change bed sheets everyday in this lodge.
   5. They pay me monthly.
   6. Dr. Johnson compiled the first English dictionary.

Answers

1. The malaria patients are advised to wear a mask.
2. It can be proved that Darwin's Theory has some truth.
3. The function will be organized in the hall.
4. Bed sheets are changed every day in this lodge
5. I am paid monthly.
6. The first dictionary was complied by Dr. Johnson.

Direct and Indirect Speech

There are two ways of reporting what a person has said. They are direct speech and indirect (reported) speech. In direct speech the original words of the speaker are given in quotation marks.

Eg: Mr. Kumar says, "I am going to Calicut today."

When we give or report the exact words of the speaker without quotation marks it is known as indirect or reported speech.

Eg: Mr. Kumar said that he was going to Calicut that day.

Rules

1. First and second personal pronouns will be changed into third persons.
2. If the person addressed reports the speech himself, then the second person is changed in to first person.
   Eg: direct – He said to me "You alone can save her."
   Indirect - He told me that I alone could save her.
3. The nominative of address in the direct becomes the person spoken to in the indirect .
   Eg: Direct: Tom said, " Mother, I am hungry"
   Indirect : Tom told his mother that he was hungry.
4. Changes in the words while changing active into passive voice;

This	→	That	Here	→	There
Hence	→	Thence	Hither	→	thither
Ago	→	before	now	---	then
At once	→	just then	today	→	that day

5. Change the tenses
   a. Simple Present Tense changes into Simple Past
      He said,"My brother writes a story."
      He said that his brother wrote a story.
   b. Simple Past changes into Past Perfect Tense.
      He said," My brother wrote a story."
      He said that his brother had written a story.
   c. Present Continuous to Past Continuous
      He said," My brother is writing a story."
      He said that his brother was writing a story.
   d. Present Perfect to Past Perfect

      He said," My brother has written a story."

      He said that his brother had written a story.

Other changes

Can → could

May → might

Shall → should

Will → would

Must → had to

Other examples

Direct He said, "I must go right now."

Indirect He said that he had to go right then.

Direct	Indirect
He said, "I must go next week."	He said he would have to go next week.
He said, "Need I go at once?"	He asked if he had to go just then.
Sasi says, "I am fine."	Sasi says that he is fine.
Sheela says, "Charity begins at home."	Sheela says charity begins at home.
Mary said, "The earth is round."	Mary said that the earth is round.

Model questions

Change the following in to indirect speech.

1) "Why do you always trouble me like that?"
2) "May we leave now?"
3) "I am afraid that we can't do anything about that."
4) "Don't worry, I will help you."
5) "We are not going to the teacher."'
6) "Be careful, he is a clever fellow."
7) "Thank you very much."
8) "Let us watch a movie".

Answers

1) She / He complained about troubling like that.
2) They sought permission before leaving.
3) The man expressed regret for not being able to helping.
4) He promised to help me.
5) They refused to speak to the teacher.
6) They want us to be careful for the man was a clever fellow.
7) They thanked us.
8) He suggested watching a movie.

CLAUSES

A clause is a group of words that forms part of a sentence and has a subject and predicate of its own. Eg:- Take this or leave it.

If we split this sentence we are getting two sentences, (1) take this (2) leave it. Both of them are combined with the connecting word (conjunction) 'or'. Both of these are independent clauses because they can stand alone with independent meaning.

(2) Take an umbrella because it is going to rain.

If we split this sentence, there are two clauses.

Take an umbrella (independent clause), because it is going to rain (subordinate clause or dependent clause)

Independent clauses are principal clauses while dependent clauses are subordinate clauses. Dependent clauses are classified into Noun clauses, Adjective clauses and adverb clauses.

Noun clause

It can replace any noun in a sentence, by functioning as a subject, object or as a complement.

Eg (1) (What I want for dinner) is rice.

(2) Vacation is (what I need most.)

(3) The stranger told (how he had escaped through the drainage.)

Adjective clauses

They modify nouns or pronouns that appear in the subject or object position of a sentence.

Eg:(1) I listened to the song (that you told me about.)

(2)The function (which several people attended) received instant coverage.

Adverbial clause

It is a subordinate clause that act like an adverb in a sentence. It may denote, place, time, matter, purpose, condition, concession case, reason, etc...

Eg(1)Take medicine regularly so that you may recover soon . (Adverbial Clause of purpose)

(2) Sit where ever you like. (Adverbial clause of purpose)

(3) If you study you will pass. (Adverbial clause of condition)

(4) Since it was a rainy day we could not go out.(Adverbial clause of reason)

(5) My wife was cooking while I was reading. (Adverbial clause of time)

Relative clauses

They are subordinate clauses that begin with question words like who, which, where, that, etc.

Who-used for people

Which-for things

They- both for people and things

Where- to indicate place

Who/whom- act like objects of a relative clause

There are two types of relative clauses.

(1) Defining (restrictive) clauses
(2) Non defining or non restrictive clauses

Restrictive, clauses restrict the reference of a noun. We cannot separate them from the rest of the sentences by a comma.

Eg: The boy (who get very good mark in the exam) will be awarded by H.M.

Non-defining or non-restrictive clauses

They provide extra information about the noun whose identity or reference is already established. The clauses are separated from the rest with a comma.

Eg: Tagore, (who was a poet), wrote Geetanjali.

The CIEFL, (which provides opportunities for research in English), is located in Hyderabad.

Model questions:

Combine the following sentences with subordinate or co ordinate conjunctions

(1) You invited me/ I came
(2) Children played /mother sleep
(3) Walk fast/you will miss the train
(4) Give me the bag /I will snatch it away from you
(5) Keep quiet/get lost

Answers;

(1) I came because you invited me. (2) children played while mother slept. (3) Walk fast or you will miss the train. (4) Give me the bag or I will snatch it. (5)unless you keep quiet, I will get lost.

Model questions

Fill up with suitable clauses:

(1) Since we wanted to watch a movie .....
(2) I went to Delhi so that .....
(3) We discussed our problem with our teacher.....
(4) ..... the teacher had already started teaching the lesson
(5) They tried their best.....

Answers

(1) We left the office early
(2) I could visit some friends
(3) While he was doing some work
(4) When we reached
(5) But they failed

Model question

Choose the adverbial clauses from the following sentences and identify their types.

(1) Before you leave, tell me the whole story
(2) Since you say so, I must believe it
(3) If I want it, I will let you know
(4) Search for it, where you kept it
(5) Don't turn on the television, until you finish your study

Answer

(1) Before you leave (ad.vb.clause of time)
(2) Since you say so (ad.vb. clause of reason or cause)
(3) If I want it (ad.vb. clause of condition)
(4) Where you kept it (ad.vb. clause of place)
(5) Until you finish your studies ad.vb. clause of time)

Non finites

A verb that gets changed according to the change in tense and time is a finite verb and that does not change is a non finite verb. They are...

(1) Infinitives (2) gerunds (3) participles.

Infinitives

There are two types of infinitives

(1) Bare infinitive (2') to ' infinitive

The infinitive without "to" is bare infinitive. It may be used

(a) After ' rather and had better '

Eg: (1) I would rather die than live
(2) You had better go at once

(b) After but, except, save, than etc...

Eg: (1) he does nothing but eat and sleep
(2) He would starve rather than beg

(c)After verb like bid, hear, let, help, etc....

Eg: (1) he bade me sit down
(2) Please help me to lift the box

The "to" infinitive

The infinitive with "to" is called to infinitive. it is used as ;

1. The subject of a verb

Eg: to err is human
To forgive divine

2. As the object of a transitive verb

   Eg: She liked to sing

3. As the complement of a verb

   Eg: Her greatest song is to dance

4. As the object of a preposition

   Eg: He was about to start

   To qualify an object

   Eg: She is eager to learn.

5. To qualify a noun

   Eg:She is a woman to be feared.

Participles

They are also known as verbal adjectives. There are two types of participles (1) Present participle or "ing" participle and (2) "ed" participle or past participle

A participle may qualify a noun or a pro noun.

Examples;

1. A rolling stone gathers no moss.
2. Her worried look disturbed me.

The Gerund

A gerund is a verbal noun ending in "ing" and having the force both of a noun and a verb

Eg: Running is an exercise.

Smoking is a bad habit.

His hobby is reading.

Seeing is believing.

Model questions

Re write the following sentences using appropriate gerunds or participles or Infinitives

(1) Stop talk to me in such a rude manner.
(2) I want go through the whole exercise again.
(3) The members resented the idea to invite her to the meeting.
(4) I don't feel like to tell you that I am not happy with your performance.
(5) Avoid to be late all the time.

Anwers:

(1) Stop talking to me in such a rude manner.
(2) I want to go through the whole exercises again.
(3) The members resented the idea of inviting her to the meeting.
(4) I don't feel like telling you that I am not happy with your performance.
(5) Avoid being late all the time.

Tag Questions or Appended Questions

Tag questions (tail questions) are questions that are attached or appended to a statement in order to provide emphasis on it. They are rhetorical in nature. The speaker instead of seeking the answer stresses the idea suggested in the statement. Tag questions are mostly used in conversational language. They are usually spoken with a falling tone.

Features of tag questions

(1) A positive statement takes a negative tag.
(2) A negative statement takes a positive tag.
(3) The question tag is attached to the end of the statement.
(4) The full stop is replaced by a comma.
(5) Only pronouns (corresponding to the subject in the statement) appear in tag questions.
(6) The tag begins with a small letter.
(7) There is a question mark at the end of a tag .
(8) The short form "n't" is used in the tag questions.
(9) There are sentences with negative ideas (but with positive verbs). Such sentences take positive tag
Eg:(1) We saw no one we knew, did we?
(2) None of the food was tasty, was it?
(10) semi negatives like little, few, hardly, scarcely, etc take a Positive tag.
Eg: (1) Few students turned up, did they ?
(2) Little progress does it bring, does it?
(11) "A few" and "a little , are positive and they take
Negative tags
Eg: (1) A few boys were selected, weren't they?
(2) A little water was left, wasn't it?
(12) Sentences expressing wishes take the tag "won't you".
Eg:(1) Have a nice day, won't you?
(13) Suggestions beginning with "let us" take the tag "shall we"
Eg: (1) Let us have some tea, shall we?
(14) The tag for I am is aren't I?
Eg: (1) I am very tired, aren't I?
(15) Every one, everybody, someone, no one, nobody, any one, none etc. take 'they' in the tag.
Eg: (1) Every one studied well, didn't they?
(2) Everybody was present, weren't they?
(16) Imperative sentences usually take 'will you' whether it is
Positive or negative
Eg: (1) Leave it, will you?
(2) Don't stand there, will you?

(17) 'Some of you 'takes 'you' in the tag . Eg: some of you have been selected for the job, haven't you?

Examples of suitable question tags

(1) Few want to help others these days, do they?
(2) We could hardly concentrate, could we?
(3) None of them were interested, were they?
(4) Few students turned up, did they?
(5) Jane is very brave, isn't she?
(6) It was a wonderful idea, wasn't it?
(7) We are Indians, aren't we?
(8) Jack looks well, doesn't he?
(9) Americans are quite rich, aren't they?
(10) Keep quiet, will you?

Model questions

Use correct question tags in the following

(1) I am a fool,…….. (ans: aren't I?)
(2) Everybody has come,…. (ans: haven't they?)
(3) Everyone enjoyed the party,…. (ans: didn't they?)
(4) Pass me the book ,…….. (ans: will you ?)
(5) One must not lose patience,… (ans: must one ?)

Model questions

Use correct tag questions in the following sentences.

(1) Life is strange ……
(2) I am such an idiot ……..
(3) He seldom calls us during night…….
(4) We aren't really enjoying life……..
(5) None of them passed any attention to us…….
(6) Let us go for a film to night ……
(7) The snake was quite big ……
(8) I have three brothers…….
(9) Drive carefully on the road……..
(10) Helen was a beautiful woman……..

Answer

(1) Isn't it? (2) aren't I? (3) does he? (4) are we? (5) did they?
(6) shall we? (7) wasn't it? (8) don't I? (9) will you or won't you?
(10) wasn't she?.

Punctuation marks

Punctuation marks are visual indicators used in written language to separate sentences or parts of a sentence from another. They help to make an idea readable. The important punctuation marks are given below;

(1) Full stop (2) comma (3) dash(4) Hyphen (5) semi colon (6) double inverted commas(7) Single inverted commas (8) colon (9) apostrophe (10) Parentheses (11) question mark (12) Exclamation marks (13)capital letters.

(1)Full stop

It represents the longest pause. It is used at the end of an assertive or imperative sentence.

Eg: (1) He is a clever man.
(2) Put it down.

It is also used after abbreviations and initials.

Eg: M.B.B.S., M.A., Ph.D.

(2)Comma

A comma marks a shortest pause. It is used: (a) to separate three or more words of the same parts of speech , (Nouns, Verbs, Adjectives, Adverbs, etc.)

Eg: I want to buy a pen, book, pencil, and some papers.
Rama bathed, dressed, and went out.
He is brilliant, efficient, clever and wise .

(b) To mark off phrases in apposition.

Eg: Nehru, the Prime Minister, studied in the West .

(c) To mark off the nominative of address.

Eg: Oh, Lord, have mercy up on us .

(d) To separate words, phrases, or clauses inserted in to the body of a sentence.

Eg: She, too, was, responsible for this.

(e) It is used to address people .

Eg: Sir, I am thankful to you.

(3) The semi colon

It stands for a longer pause than a comma . It is used :

(a) To separate clauses

Eg: Man proposes; God disposes.

(b) To express different ideas without writing a new sentence .

Eg: In the morning, he fought with his wife; in the afternoon, he reconciled with her.

(4) Dash

It is a horizontal line used in the place a of colon or parenthesis. It is used:

(a) To indicate an abrupt change of idea.

Eg: Once you reach here – but wait; you are coming, aren't you?

(b) To separate an expression from the rest of the sentence .

Eg: He is – after all – his mother's son.

(1) To emphasis the idea anticipated in the sentence.

Eg: He is what you expect him to be – the greatest fool on earth.

(5) Hyphen

It is a shorter line than a dash. It is used :

(a) To join two or more words in a compound word .

Eg: daughter- in- law
Commander-in-chief

(6) Colon

It is used to list examples and enumeration.

Eg: Following are the lists of examples of parts of speech: noun, pronoun, adjective, adverb, etc.

(7) Single and double inverted commas.

Single inverted comma is used to cite a quotation within another quotation :

Eg: "What type of film was that__ so loud and so horrible?" felt she , " they seem to have forgotten that ' art lies in the concealing art'. ''

Double inverted commas are used to quote the exact words of the person.

Eg: He said, "You are my friends."

Eliot says, "April is the cruellest month."

(8) Apostrophe

(a) It is used to indicate possession or ownership.

Eg: the boy's dress .

(b) To show words in contracted form

Eg: it's time to move now , (it's is used instead of it is). Won't you come inside. (won't is used instead of will not)

(9) Parentheses

These are used by writers to indicate an afterthought by introducing some words, a phrase or a clause

Eg: The great man (this is how he is seen to be in the area) is reported to have Killed his wife.

(10) Question mark

It is used after a direct question or a tag question that is appended to a statement.

Eg: Did you understand what I said?

You are clever, aren't you?

(11) Exclamation mark

It is used in phrases and in sentences that express sudden, strong emotion or wish .

Eg: Oh, Hamlet, speak no more!

What a terrible scene!

(12) Capital letters

They are used: (a) In the beginning of sentences, proper nouns, to refer to the names of festivals, to refer to the word God, in words of exclamation etc.

Eg: (1) I can't see you . (personal pronouns ' I' in capital)

(2) God is great.

(3) North India is very hot today.

(4) Christmas will be on 25th December.

(5) Dr. Kamar was a dentist .

Model questions.

Punctuate the following sentences using capitals wherever necessary.

(1) in macbeth, shakespeare starts the action in an ironical state.

(2) the english live in england and speak english.

(3) oh! it is time we left

(4) i always read wordsworth's poem

COMMON ERRORS AND MISAPPROPRIATIONS

From the previous chapter, you have studied some basic rules required for writing and speaking correct English. Very often the learners of English make a number of errors while writing and speaking English. Examples of some errors are given below.

(1) The murder killed her, sleeping in cold blood.

(This sentence is incorrect due to faulty - modifier modified arrangement.

Correct sentence- While sleeping, she was murdered in cold blood.

(2) Errors due to usage of wrong prepositions.

Eg: Have you met our Professor in Biochemistry?. (Incorrect).

Correct- Have you met our Professor of Biochemistry?

(3) Error due to the usage of in appropriate phrasal verbs .

Eg: He just passed away me when I was entering the college gate.(In correct.)

He just passed by me when I was entering the gate . ('pass away' means ' to die')

(4) Error due to wrong use of present progressive tense .

Eg: We are trying to change this house for the last three years. (incorrect)

We have been trying to change this house for the last three years .(correct).

(5) Error due to the use of wrong verb forms and possessive case .

Eg: Yesterday, the interview of Buchan was telecasted. (incorrect)

Yesterday, Buchan's interview was telecasted. (Correct)

(6) Error due to the usage of incorrect tense forms.

Eg: He is not at home; he has gone out in the morning. (incorrect)

He is not at home; he went out in the morning. (correct)

(7) Error due to wrong usages.

Eg: (1) She is one of the best student in the class. (incorrect)

She is one of the best students in the class. (correct)

('One of the' followed by the plural noun)

(2) Both the sister were seen at the party (incorrect)

Both the sisters were seen at the party. (correct)

('Both' is followed by plural noun).

Practice test (4-1)

Try to identify the best way to express the intended idea in the following:

(1) (a) He gave the stool to the beggar that had four legs.

(b) He gave the beggar a stool that had four legs .

(c) He gave beggar a four-legged stool.

(d) He gave the stool that had four legs to the beggar.

(2) (a) The culprit deserves the punishment really.

(b) The culprit deserves really this punishment.

(c) The really culprit deserves this punishment.

(d) The culprit really deserves this punishment .

(3) (a) It is one o' clock in my watch.

(b) It is one o' clock by my watch.

(c) It is one o' clock with my watch.

(d) It is one o' clock on my watch.

(4) (a) Please credit this amount to my name.

(b) Please credit this amount in my name.

(c) Please credit this amount to my account.

(d) Please credit this credit for my name.

(5) (a) I like her childish face.

(b) I like her child like face.

(c) I like her face like child .

(d) I like her face like a child .

(6) (a) The convict stood in front of the judge.

(b) The convict stood against the judge.

(c) The convict stood beside the judge ..

(d) The convict stood before the judge.

Answer key....(1)b,(2)d,(3)b,(4)c,(5)b,(6)d.

JUMBLED SENTENCES

A sentence may have various words. All these words should be organized in a proper sequence to make the sentence meaningful. There are sentences with various words that are not properly arranged. Such a sentence is known as a jumbled sentence.

eg: You to the principal you meet have if today take leave should a . (jumbled sentence)

Correct sentence- If you have to meet the principal, you should take a leave.

A jumbled sentence can be changed in to a meaningful sentence by rearranging the jumbled words .

Steps to approach jumbled sentences.

(1) For simple sentences .

1) Identify the subject.
2) Identify the action [verb] .
3) Identify the object.
4) Identify the complement.
5) Make the sentence and see if it makes proper sense .

Eg(1) – Simple sentence. About/dreamt /you /yesterday /I.

1) Subject----- I
2) Action- dreamt
3) Object -about you
4) Adverbial adjunct –yesterday
6) Sentence . I dreamt about you yesterday

(2) <u>For complex sentences</u>

1) Identify the main clause,
2) Identify the subordinate clause .
3) Put them in the right sequence to make the sentence.

. Eg:2) Complex sentence .

That /lived /in/I/ the hills /I dreamt /the Himalayas /of

Main clause –I dreamt.

Subordinate clause . that I lived in the hills of Himalayas .

SENTENCE :- I dreamt that I lived in the hills of the Himalayas .

PRACTICE TEST 5-[1]

Re arrange the following jumbled parts to get meaningful sentences .

1-What you /will get /you /want

2-she was /of her youth /at the time /in the prime

3-Mrs . Sukhriya /Chennai /living /in /2001 /since / Has been

4-did not/called/when/my brother/respond/I

5-saw/I/ him/a moment/going to/the registrar's/office/ago

6-the/US/global summit/our prime minister/last week/went to/to attend

7-yesterday/teacher/scolded/our/English/Ramees

8-aside/him/and advised/buy that carpet/my friend/not to/drew

9-and/ ship/finally/sank/the wrecked/collapsed

10-his youngest son/is/very upset/because/Mr Bajaj/has run/from home/away

11-tha fire brigade/broke out/was/as soon as/the fire/called out

12-decided/the magistrate/the defendant off/to let/with a caution

13-he/walked into/as/the hotel/to see/there/he was shocked/his childhood friend

14-the installation of/shut down/the factory/was/during/new machinery

15-the/unexpected/shocked and angry/attack/left/by the crowd/the leader

PRACTICE TEST 5[2]

Rearrange the following phrases so as to make meaningful sentences:

1[a] something to eat
[b] never turned a beggar
[c] the old lady
[d] without giving him
[E] away from her door

2 [a] finished washing
[b] the tap off
[c] when you've
[d] don't forget
[e] to turn

3 [a] to make
[b] I advised
[c] a fool of himself
[d] my friend , (e)not.

4[a] so we
[b] may as well
[c] a little soup left
[d] finish it up, (e)there is only.

5[a] was fitted ,
[b] with
[c] every
[d] the yacht
[e] modern comfort

6[a] among
[b]the passengers on
[c] broke out
[d] board the liner
[e] cholera
7[a] killed
[b] of unarmed
[c] In cold blood
[d] men were
[e] hundreds
8 [a]lay down
[b] for his country
[c] he said
[d] his life
[e] he would willingly
9 [a] we can
[b] always rely on
[c] if the electricity supply
[d] falls
[e] the batteries
10 [a] there is no need
[b] to be poorer than you are
[c] Just because he happens
[d] to look down
[e] upon him
11 [a] found him
[b] have always
[c] discussing
[d] I
[e] Political and social issues
12 [a] bad news
[b] how quickly
[c] gets about
[d] it is amazing
[e] in this town

13 [a] before

[b] had died

[c] arrived

[d] the patient

[e] the doctor

14 [a] their assignment

[b] to complete

[c] The teacher

d] By the following day

[e] told the boys

15 [a] and the staff

[b] a great show

[c] the chief guest

[d] for putting up

[e] Congratulated the boys

Practice test 5..3

In the following questions jumbled parts of sentences are given. Rearrange them to make meaningful sentences.

1. The official /English is/several countries/language of /of the world
2. No /at all/have/children/inhibition
3. Always have/poor/people/faith/those/in/responsible/their/well-being/for /who are
4. Individuals/children/own perception/in their/ are
5. Mind of/have a/girls/and know/what they/their own/want
6. The/ as parents/we believe/the right/we have/to/and instruct/guide/for everything/our kids
7. Spiders/most/begins/as soon as/die/winter

8.Has begun/India's first/the government ofIndia/scholarship/Programme/multi-faceted child/this year

9.Then the traditional/cooks/oven/faster/the/microwave.

10.To walk /are careful/thread of their web/only/spiders/on the non-sticky

11.Will be/to live in/it/place/a great/think/I

12.It's city mall/to the/ten minutes/only/my flat/from

13.Busy and/found/was a very/that Bangalore/expensive city/terribly

14.Asked/Ram/why he/going to/him /was/Delhi

15. the cake/finely chopped/icing is spread/and decorated/with/dry fruits.

Cloze Tests .

These are comprehension tests designed to evaluate the learner's understanding of the language. They also help to improve the language skills. Examples of cloze tests are given below:

Cloze Test 1

Passage I

The moment we know what we need in life, we _____ (1) _____ also understand what we don't. This _____ (2) _____, though rare, is really desirable. It is so because all of us seem to be running in so many directions that reaching a particular milestone _____ (3) _____ difficult in life. This lack of attainment leads to life-long discontent and_____ (4) _____.

Options

1. (a) hardly	(b) would	(c) should	(d) will
2. (a) ingenuity	(b) ingenuousness	(c) characteristics	(d) willingness
3. (a) become	(b) becomes	(c) have become	(d) will become
4. (a) illusion	(b) disillusionment	(c) accomplishment	(d) fulfilment

Answer key

1 . c 2. a 3. b 4.b

CLOZE TEST 2

Passage I

_____ (1) _____ you work hard, you cannot achieve your goal in life. It so happens that _____(2)_____ you start doing your work, you stop _____(3)__ _____ about the outcome of your effort. _____(4)_____ your concentration improves and that leads to your success.

Options

1. (a) if	(b) until	(c) till	(d) unless
2. (a) when	(b) even when	(c) if	(d) whenever
3. (a) to work	(b) worrying	(c) to worry	(d) worry
4. (a) as far as	(b) in fact	(c) consequently	(d) subsequently

Passage II

Once she _____ (1) _____ her job, she started _____ (2) _____ good about herself. Back to a life of professional urgency _____ (3) _____ her feel wanted and required. Otherwise, all these years she _____ (4) _____ a listless and uneventful life.

Options

1. (a) joined	(b) was joining	(c) had joined	(d) will join
2. (a) to feel	(b) will feel	(c) feeling	(d) was feeling
3. (a) had made	(b) made	(c) was making	(d) will be making
4. (a) had lived	(b) was living	(c) lived	(d) could live

Passage I. The moment he started speaking, listeners began to shout slogans against him. _____ (1) _____ he tried to calm the agitated students by speaking in a polite and placating voice. _____ (2) _____ however, he realized that his gathering lacked sophistication to _____ (3) _____ analyze and appreciate his perspective. His listeners _____ (4) _____ seemed to have no patience for his philosophical views.

Options

1. (a) primarily (b) practically (c) initially (d) subsequently
2. (a) soon (b) often (c) gradually (d) immediately
3. (a) comfortably (b) quietly (c) clinically (d) critically
4. (a) specifically (b) hardly (c) definitely (d) rarely

Passage IV

A recently published newspaper report suggests that thousands of patients die every year simply because the prescriptions written by their doctors are simply _____ (1) _____. Looking at this, one wonders why it is so. After all what makes a doctor _____ (2) _____. It is the _____ (3) _____ schedule that he/she has to _____ (4) _____every day or simple casualness on their part?

Options

1. (a) legible (b) legitimate (c) illegitimate (d) illegible
2. (a) squint (b) scribble (c) doodle (d) inscribe
3. (a) gruesome (b) vigorous (c) gruelling (d) rigorous
4. (a) confront (b) contest (c) contend (d) confer

Answer key

1. d 2. a 3. b 4. c (passage I)
2. a 2. c 3. b 4. a (passage II)
3. c 2. c 3. d 4. b (passage III)
4. d 2. b 3. c 4. a (passage IV)

CLOZE TEST 3

Passage I

It is said that the manager was so punctual that his employees _____ (1) _____ ____ set their watches by his routine. 'You _____ (2) _____ respect time', the manager often emphasized. 'If you don't respect time ,it _____ (3) _____ _____ kill you' was a usual refrain in all his meetings .That the significance of time___ (4) _____ be highlighted in meetings was known to all those who attended the meetings chaired by him.

Options

1. (a) should (b) would (c) could (d) will
2. (a) ought to (b) have (c) must (d) should
3. (a) could (b) would (c) will (d) can
4. (a) will be (b) would (c) had to be (d) was to be

Passage II

Charles Dickens is one of the greatest _____ (1) _____ of all times. Rated _____ (2) _____ the best, Dickens' novels delineate a world of poverty, grief and anguish. It would _____ (3) _____ be wrong to assume that all his works are steeped in dejection and despair. _____ (4) _____ the tragic undercurrent, there always is a comic streak that runs all through his works.

Options

1. (a) novelist	(b) novelists	(c) author	(d) writer
2. (a) beside	(b) besides	(c) among	(d) with
3. (a) in fact	(b) therefore	(c) although	(d) however
4. (a) despite	(b) as well as	(c) in spite	(d) regardless

Passage III

Though they both love food, there is a world of difference in the perspectives of _____ (1) - _____ and that of a _____ (2) _____ of food. One eats it in a hurry while the other relishes it with poetic elegance. Easily, the former can be called _____ (3) _____ while the latter is often termed as a _____ (4) _____.

Options

1. (a) epicurean	(b) sadist	(c) gourmet	(d) glutton
2. (a) connoisseur	(b) atheist	(c) clown	(d) caricaturist
3. (a) fabian	(b) freakish	(c) gourmand	(d) gorgeous
4. (a) gourmet	(b) garrulous	(c) turncoat	(d) stubborn

Answer key

1. b 2. a 3. c 4. b (passage I)

2. b 2. c 3. b 4. a (passage II)

3. d 2. a 3. c 4. a (passage III)

CLOZE TEST 4

Passage I

Please note that due to some technical glitch our services _____ (1) _____ for some more time. The inconvenience thus caused _____ (2) _____ deeply regretted. We _____ (3) _____ that our staff are capable of sorting out the problem and the situation _____ (4) _____ to recur in future.

Options

1. (a) will remain affected (b) will affect (c) would continue (d) will remain affective

2. (a) is being (b) has to be (c) is (d) has been

3. (a) assured you (b) have assured you (c) will assure you (d) assure you

4. (a) will never (b) is unlikely (c) is never ever (d) not for ever

Passage II

When we witness a tragedy, we are overcome _____ (1) _____ emotions. Feeling empathetic _____ (2) _____ others is a natural human urge. This natural expression however is getting eliminated fast in city life. Moving at a wicked pace, people in big cities are not moved easily. They are not ignorant _____ (3) _____ what is going around, but have no time to worry _____ (4) _____ others.

Options

1. (a) into (b) for (c) with (d) within

2. (a) for (b) with (c) among (d) towards

3. (a) of (b) about (c) for (d) towards

4. (a) for (b) towards (c) about (d) from

Passage III

_____ (1) _____ the movie had _____ (2) _____ worth, it turned out to be a box-office hit. The distributor _____ (3) _____ the producer were delighted. There were big parties thrown in the honour of the lead pair and compliments came from all directions. _____ (4) _____ others, there sat quietly a man who was behind all this. It was the director of the movie.

Options

1. (a) even if (b) even as (c) even though (d) even when

2. (a) a little (b) little (c) some (d) any

3. (a) and (b) as well as (c) beside (d) both with

4. (a) like (b) besides (c) unlike (d) a part from

Passage IV

If you really want to grow in life, you need to be a _____ (1) _____ reader. It is in this sense that _____ (2) _____ helps you in every possible way. It is easily said than done however. It is so because we all want to tell others how we feel but there aren't many who really think that listening to others or reading what others have written can give them a good outlet. That is why, more of us rather than listening and reading, are keen to speak. We must watch out for this habit of ours. Being _____ (3) _____ is certainly an asset but without content you are more likely to sound like a worthless, _____ (4) _____ man.

Options

1. (a) vicarious	(b) voracious	(c) avaricious	(d) pernicious
2. (a) soliloquy	(b) solicitude	(c) solitude	(d) lassitude
3. (a) garrulous	(b) eloquent	(c) loquacious	(d) capricious
4. (a) voracious	(b) careless	(c) placating	(d) garrulous

Answer key

1. a	2. c	3. d	4. b	(passage I)
2. c	2. d	3. a	4. c	(passage II)
3. c	2. b	3. b	4. c	(passage III)
4. b	2. c	3. b	4. d	(passage IV)

CLOZE TEST 5

Passage I

One of the most confusing puzzles in life _____ (1) _____ the role played by fate and chance in one's life. Mostly people _____ (2) _____ their success and failure, and particularly the failure, to their fate. Consequently, the popular word 'luck' _____ (3) _____ in the dictionary of most of us. Even the most educated, talented, creative and intellectual lot of the society _____ (4) _____ the relevance of luck in life.

Options

1. (a) will be	(b) is	(c) has been	(d) is being
2. (a) are attributing	(b) attributes	(c) will attribute	(d) attribute
3. (a) figures	(b) has figured	(c) figured	(d) will figure
4. (a) seems to trust	(b) are trusting	(c) is trusting	(d) seem to trust

Passage II

_____ (1) _____ our repeated reminders, we have not yet received the payment for the consignment sent to you three month back. _____ (2) _____ considering our long and well established association, we are releasing the goods recently ordered by you, particularly_____ (3) _____delay in payment on your part appears to be an aberration to us. _____ (4) _____considering our difficulty in sending subsequent consignments without being paid for the earlier ones, kindly expedite the payment pending with you at your earliest possible.

Options

1. (a) although	(b) in spite of	(c) despite of	(d) as a result of
2. (a) therefore	(b) even though	(c) nevertheless	(d) as regards
3. (a) since	(b) for	(c) however	(d) even if
4. (a) however	(b) but	(c) so	(d) therefore

Passage III

For victims of a tragedy, recovering to full mental health takes a very long time. At times bad memories get etched in their subconscious mind _____ (1)_____. Such people need to be counselled _____ (2) _____. For this, the people looking after them need an enormous amount of patience. Even _____ (3) _____they cannot afford to lose their patience with the victims. However peculiar, turning down their demands _____ (4) _____may even lead to loss of faith in such cases.

Options

1. (a) permanently	(b) continuously	(c) annually	(d) usually
2. (a) routinely	(b) frequently	(c) regularly	(d) occasionally
3. (a) incidentally	(b) accidentally	(c) particularly	(d) specifically
4. (a)conspicously	(b) brilliantly	(c) unhesitatingly	(d) bluntly

Passage IV

Shakespearean tragedies give us an opportunity to observe human nature very closely. All his characters are true to life. Among these the _____ (1) _____in his tragedies are outstanding. The lofty central figures and always in focus, they seem _____ (2) _____ to us. However, deep inside they are as human and _____ (3) _____as common mortals are. Despite all their strength, they suffer from a tragic weakness which leads to their tragic fall. For instances, King Lear is a victim of his _____ (4) _____nature as he operates mainly on his whims and fancies.

Options

1. (a) panegyrics	(b) protagonists	(c) petulants	(d) novices
2. (a) invaluable	(b) irresistible	(c) infallible	(d) insurmountable
3. (a) vulnerable	(b) venerable	(c) innumerable	(d) enervated
4. (a) fictitious	(b) capricious	(c) captivating	(d) savant

Answer key

1. b	2. d	3. a	4. a	(passage I)
2. b	2. c	3. a	4. a	(passage II)
3. a	2. c	3. b	4. d	(passage III)
4. b	2. c	3. a	4. b	(passage IV)

CLOZE TEST 7

Passage I

Working continuously without a _____ (1) _____had _____ (2) _____affected his health. Therefore, when Reena told me about his hospitalization, I was not _____ (3) _____. It was however, _____ (4) _____painful to know that all worst fears had come true.

Options

1. (a) gap	(b) feeling	(c) break	(d) tiredness
2. (a) surely	(b) severely	(c) actually	(d) terrifically
3. (a) perturbed	(b) concerned	(c) surprised	(d) affected
4. (a) really	(b) totally	(c) logically	(d) decidedly

Passage II

Whenever in doubt, it is common to seek _____ (1) _____from others. However, those who _____ (2) _____effectively share their own perception about things. Thus, the _____ (3) _____such sought may not provide or give us clue as to how to come out of our confusions. In any case, we cannot deny the importance of _____ (4) _____which is based on some experience howsoever different from that of ours in our life.

Options

1. (a) advices	(b) an advice	(c) some advice	(d) some advice
2. (a) advice	(b) advices	(c) advise	(d) an advice
3. (a) advices	(b) advises	(c) advice	(d) advise
4. (a)such advices	(b) an advise	(c) such a piece of advice	(d) such an advice

Passage III

It is really cold outside. Why don't you come in? Have a cup of tea, _____ (1) _____? Well, it seems you are really upset about something. I think you need some change. Let's go to Kashmir for a few days, _____ (2) _____? Everyone appreciates Kashmir, _____ (3) _____? Now that there is peace in Kashmir, I think we should make the most of this opportunity. _____ (4) _____?

Options

1. (a) won't you	(b) will you	(c) can you	(d) shouldn't you
2. (a) will you	(b) can we	(c) shall we	(d) shouldn't we
3. (a) do they	(b) isn't it	(c) isn't it	(d) don't they
4. (a) shouldn't we	(b) should we	(c) isn't it	(d) isn't that

Passage IV

Just as the King was popular for his _____ (1) _____, the queen was infamous for her _____ (2) _____. That is why, all those who _____ (3) _____the king, also never forgot adding that the queen was really unlike him. Some however believed that it was right on her part to be like that. Otherwise, the King's excessive _____ (4) _____would have emptied the coffers within days.

Options

1. (a) audacity	(b) vulnerable	(c) greed	(d) magnanimity
2. (a) weakness	(b) miserliness	(c) scarcity	(d) benevolence
3. (a) eulogized	(b) admonished	(c) castigated	(d) vindicated
4. (a) peculiarity	(b) generosity	(c) sagacity	(d) pride

Answer key

1. c	2. a	3. c	4. a	(passage I)
2. c	2. c	3. a	4. c	(passage II)
3. a	2. c	3. d	4. a	(passage III)
4. d	2. b	3. a	4. b	(passage IV)

CLOZE TEST 7

Passage I

Hello everybody , _____ (1) _____ Jatin Gupta. I _____ (2) _____in Delhi. My parents are teachers. We are two brothers. I _____ (3) _____a sister. She is a doctor. She _____ (4) _____post graduate degree in ophthalmology.

Options

1. (a) this is	(b) myself is	(c) I am	(d) I
2. (a) live	(b) stay	(c) am living	(d) am staying
3. (a) am having	(b) have	(c) I had	(d) I have had
4. (a) possess	(b) has possessed	(c) is possessing	(d) possesses

Passage II

_____ (1) _____books is a wonderful habit. Those who love _____ (2) _____not only learn a lot, but also develop a better understanding of human nature. Therefore, stop _____ (3) _____TV all time and start _____ (4) _____passion for good literature.

Options

1. (a) to read	(b) to have read	(c) reading	(d) having to read
2. (a) reading	(b) to read	(c) read	(d) having read
3. (a) to watch	(b) watching	(c) having watched	(d) watch
4. (a) developing	(b) to developing	(c) to have developed	(d) develop

Passage III

As the play progresses, it becomes clear that Hamlet _____ (1) _____do what his situation warrants him to do. Pitched against a remorseless fate and ruthless enemy, Hamlet _____ (2) _____act, and he _____ (3) _____act fast. Instead, he keeps brooding over life philosophically and lets time fritter away. Put King Lear in his place and there _____ (4) _____a tragedy in the play.

Options

1. (a) shouldn't	(b) would not	(c) cannot	(d) must not
2. (a) should	(b) must	(c) must	(d) will
3. (a) will	(b) should	(c) should	(d) must
4. (a) cannot be	(b) should not be	(c) should not be	(d) shall not be

Passage IV

Whether the tumour is _____ (1) _____or _____ (2) _____will be known to the doctors only when the testing is over. However, we all wish him well. After all, he is such a gentleman, what with a/an _____ (3) _____ face and a_____ (4) _____smile, he is liked by one and all.

Options

1. (a) malign	(b) malignant	(c) benignant	(d) maligning
2. (a) benign	(b) hazardous	(c) malignant	(d) benignant
3. (a) ennobling	(b) innocent	(c) innocuous	(d) spineless
4. (a) puckish	(b) childish	(c) childlike	(d) judicious

Answer key

1. c	2. a	3. d	4. d	(passage I)
2. c	2. a	3. b	4. a	(passage II)
3. c	2. c	3. d	4. b	(passage III)
4. b	2. a	3. b	4. d	(passage IV)

CLOZE TEST 9

Passage I

The music coming _____ (1) _____ outside had been in tune with his mood. He got up and looked _____ (2) _____the window. _____ (3) _____the groove of trees, a kiosk could be seen. It was the puny man _____ (4) _____the counter who was listening to FM Gold.

Options

1. (a) through	(b) from	(c) beyond	(d) with
2. (a) up	(b) through	(c) into	(d) beyond
3. (a) beyond	(b) besides	(c) behind	(d) In
4. (a) beneath	(b) behind	(c) beyond	(d) onto

Passage II

Even before he _____ (1) _____his speech, he _____ (2) _____on his audience a negative impression about himself. With rumpled clothes and a two day stubble on his face, he _____ (3) _____ill prepared for the occasion. Despite all the instructions, he hardly _____ (4) _____about his personal appearance in professional situations.

Options

1. (a) started	(b) had started	(c) was starting	(d) starts
2. (a) created	(b) had created	(c) was creating	(d) creates
3. (a) seemed	(b) had seemed	(c) was seeming	(d) seemed to have
4. (a)had bothered	(b) bothered	(c)was bothering	(d) had been bothering

Passage III

Once the trial was over there was _____ (1) _____ doubts in our mind that the accused was actually guilty of the crime. _____ (2) _____in the court room could overlook the strength of testimony against the person. However, there still lurked _____ (3) _____doubt in the mind of jury. They believed that the evidences against him were _____ (4) _____than were required actually send him behind bars.

Options

1. (a) a little	(b) some	(c) a lot	(d) little
2. (a) few	(b) a few	(c) fewer	(d) the few
3. (a) little	(b) a little	(c) sufficient	(d)substantial
4. (a) lesser	(b) fewer	(c) few	(d) less

Passage IV

With the rise of terrorism in Pakistan, cricket in the country has taken a severe beating. In the past couple years, quite a few teams have _____ (1) _____of the tournaments arranged in Pakistan. Almost all cricketers of the world are scared of playing cricket in that nation. As of now, it is difficult to _____ (2) _____how to improve the situation. Cricket boards cannot _____ (3) _____the players for not willing to play in Pakistan. It seems terrorism has _____ (4) _____not just the political but the social fabric of the country.

Options

1. (a) pulled out	(b) pulled ahead	(c) pulled up	(d) pulled aside
2. (a) figure up	(b) figure in	(c) figure out	(d) figure on
3. (a) pull up	(b) pull down	(c) pull behind	(d) pull through
4. (a) ripped up	(b) ripped apart	(c) ripped into	(d) ripped aside

Answer key

1. b 2. b 3. a 4. b (passage I)
2. a 2. b 3. a 4. a (passage II)
3. d 2. a 3. d 4. d (passage III)
4. a 2. c 3. b 4. b (passage IV)

CLOZE TEST 9

PASSAGE 1

Passage I

_____ (1) _____ she didn't seem to know much about the subject, she kept on giving her suggestions. It was difficult _____ (2) _____to convince her, _____ (3) _____to help her appreciate the delicate nature of the job on hand. _____ (4) _____this, she hardly seemed prepared to learn anything.

Options

1. (a) however (b) Even if (c) though (d) even as
2. (a) neither (b) not only (c) as well as (d) however
3. (a) nor (b) or (c) but also (d) but as well
4. (a) beyond (b) besides (c) beside (d) not only

Passage II

When I asked him to get me the book from Delhi, he said," if I _____ (1) _____ I _____ (2) the book''. In a way I was happy to listen to him saying that. After all, he hadn't said,'' if I _____ (3) _____, I _____ (4) _____ the book''. That would have left me with no hope of getting the book.

Options

1. (a) will go (b) would go (c) shall go (d) go
2. (a) would bring (b) will bring (c) shall bring (d) can bring
3. (a) would go (b) go (c) went (d) will go
4. (a) would bring (b) will be bringing (c) shall bring (d) will bring

Passage III

'Have you seen him _____ (1) _____?' . ' No I haven't… Earlier he used to come here quite often. But now he _____ (2) _____visits place. Why is it so? No idea. _____ (3) _____ he is not keeping well, or has gone somewhere. But why are you looking for him? _____ (4) _____he is required in connection with some theft case that look place a couple of months back.

Options

1. (a) ever (b)recently (c) presently (d) properly
2. (a) seldom (b)frequently (c) occasionally (d) usually
3. (a) surely (b)probably (c) mostly (d) recently
4. (a) certainly (b)perhaps (c) actually (d) eventually

Passage IV

When he responded _____ (1) _____to my query, I understood that he was in a _____ (2) _____ mood. It seemed that he was still upset about the cricket match. Knowing that he was a/an _____ (3) _____admirer of the pacer, it was difficult to suggest that after all, it was just a game. Deciding not to _____ (4) _____him further, I got up and walked out of the room.

Options

1. (a) amiably (b) agitatingly (c) acrimoniously (d) admirably
2. (a) foul (b) bizarre (c) fine (d) fair
3. (a) avid (b) admirable (c) artistic (d) ardent
4. (a) torture (b) placate (c) bother (d) argue

Answer key

1. c 2. b 3. c 4. b (passage I)
2. d 2. b 3. c 4. a (passage II)
3. b 2. a 3. b 4. c (passage III)
4. c 2. a 3. d 4. b (passage IV)

CLOZE TEST 10

Passage I

Keen to attract students from India, China and other countries, a leading Italian university _____ (1) _____ to teach it's courses exclusively in the English language, signifying a major shift in Italy's higher education sector. Amidst increasing global competition in the higher edu-sector, top officials of the politecnico di milano, _____ (2) _____in 1863, _____ (3) _____that if it retains Italians as its language of instruction, it _____ (4) _____isolation and would not be able to complete as an international institution.

Options

1. (a) have decided to (b) decided to (c) has decided to (d) had decided to
2. (a) had established (b) establish (c) establishes (d) established
3. (a) believe (b) believes (c) believed (d) would believe
4. (a) would risk (b) risked (c) risks (d) will be risking

Passage II

It _____ (1) _____ that all those jokes about doctors' _____ (2) _____ are not funny at all. _____(3) _____ illegible writing causes 7000 deaths in the US every year while 1.5 million Americans report ill effects including abdominal discomfort, Diarrhea or rashes. In India too, a movement has begun to ask doctors to write _____ (4) _____ in ''separate, capital letters''.

Options

(1)	(a) turns in	(b) turns out	(c) turns up	(d) turn on
(2)	(b) scrawl	(b) scowl	(c) scoff	(d) screech
(3)	(c) doctor's	(b) Doctors	(c) doctors'	(d) doctors's
(4)	(d) proscription	(b) presupposition	(c) predisposition	(d) prescription

Passage III

The woman _____ (1) _____the child in the cradle and then _____ (2) _____ on the straw-bed near a tree that had been _____(3) _____ by her husband in the morning. For years now they had survived on this. _____ (4) _____ trees came as naturally to them as riding on motor vehicles comes to men in cities.

Options

1.	(a) lay	(b) laid	(c) lie	(d) lain
2.	(a) lay	(b) laid	(c) lie	(d) lain
3.	(b) fallen	(b) fell	(c) fall	(d) felled
4.	(a) falling	(b) felling	(c) befalling	(d) befelling

Passage IV

_____(1) _____university graduate from US, Amitav Chatterjee doesn't know how not be _____(2) _____. By many of his acquaintances, he is _____ (3) _____ a man of _____ temperament and irksome behaviour.

Options

1.	(a) an	b) the	c) a	d) some
2.	(a) snobbish	b) snob	c) disgusting	d) chivalrous
3.	(a) regarded	b) regarded as	c) regarding	d) regarding as
4.	(a) articulate	b) irresistible	c) inordinate	d) irascible

Answer key

1.	c	2. d	3. a	4. b (passage I)
2.	b	2. a	3. c	4. d (passage II)
3.	b	2. d	3. d	4. b (passage (III)
4.	c	2. b	3. b	4. d (passage (IV)

CLOZE TEST 12

Passage I

Scientists claim _____(1) a new technique that can remove ink from printed papers so they can be reused in printers and photocopiers. The technique, developed by a team at the university of Cambridge. _____(2) _____ pulses of laser light to delete words and images printed on paper. The laser _____(3) _____the toner ink without damaging the paper and _____(4) _____ the prospect of future computer printers.

Options

1.	(a) to develop	b) developed	c)to have developed	d) to had developed
2.	(a) used	b) uses	c) has used	d) have used
3.	(a) vaporizes	b) vaporize	c)will vaporize	d) vaporized
4.	(a) open ups	b) open up	c)opened	d) opens up

Passage II

_____(1) _____ on leave, he received a letter from the government suggesting that his services were not required. _____(2) _____giving him a big shock, the letter also puzzled hem _____(3) _____usually you are not sacked in govt. jobs. In private jobs _____(4) _____you can take things for granted.

Options

1.	(a) when	b) whereas	c) while	d) where
2.	(a) besides	b) moreover	c) therefore	d) hence
3.	(a) if	b) though	c) because	d) as
4.	(a) In fact	b) therefore	c) however	d) since

Passage III

A 150 foot wide, 140000 tonne asteroid may come so close to Earth next year that it _____(1) _____ destroy communication satellites. The asteroid, DA 14 discovered be astronomers at La Sagra Observatory in Spain, is estimated to come near enough to Earth on February 15, 2013 that it _____(2) _____disrupt geosynchronous satellites. While Nasa have said the chance of the asteroid hitting earth is 0.13%, if it did it _____ (3) _____ hit with the force of a 2.4 mega ton explosion. A news like this _____(4) _____ have left our scientists a lot to worry about.

Options

1.	(a) will	b) may	c) might	d) shall
2.	(a) will	b) could	c) can	d) may
3.	(a) would	b) will	c) should	d)may
4.	(a) could	b) should	c) must	d) will

Passage IV

Politicians are masters of_____ (1) _____. They can give a bad news in a sugarcoated manner to the extent that a bad news looks like a good message. Not just this, but they also seem to have mastered the art of _____(2) _____as they also try to please and flatter their superiors. Even while dealing with masses, they don't lose their zeal to please others and use all their _____(3) _____in _____(4) _____populace with big promises, luring manifestos and irresistible sops, especially when the election time is approaching.

Options

a) Jugglery	b) deception	c) eulogies	d) euphemism
a) Snobbery	b) sycophancy	c) judiciary	d) farce
a) Eloquence	b) arrogance	c) plagiarism	d) eloquence
a) Deceiving	b) appealing	c) appeasing	d) regaling

Answer keys

1.	c	b	a	d (passage I)
2.	c	a	d	c (passage II)
3.	c	b	a	c (passage III)
4.	d	b	a	c (passage IV)

CLOZE TEST 12

Passage I

There are disturbing public implications _____(1) _____ a recently-busted private party. An event in Mumbai was raided by the police on suspicion of dogs _____(2)_____. The alleged narcotics police's decision to then invoke the Bombay prohibition Act, 1949 enabling cops to hit _____(3) _____, from party goers to persons having a solitary drink at home, with charges of drinking without a valid permit punishable _____ (4) _____ imprisonment for six months and/or a fine of Rs. 10000 raises concern.

Options

1. (a) for (b) round (c) around (d) on
2. (a) just around the corner (b) last but not the least (c) coming thick and fast (d) doing rounds
3. a) anyone b) everyone c) all d) someone
4. a) by b) with c) to d) for

Passage II

Everyone seems concerned about removing corruption, _____(1) _____? However, few seem capable of making the sacrifice required for contributing to the case, _____ (2) _____? Corruption cannot be rooted out by the iron hand of law, _____(3) _____? It needs people to unite and give it a combined and monumental push towards extinction. Without an effort of this magnitude, the talk of corruption will remain just a talk, _____(4) _____?

Options

1.	(a) do they	b) don't they	c) isn't it	d) daren't they
2.	(a) do they	b) don't they	c) isn't they	d) aren't they
3.	(a) isn't it	b) cannot it	c) doesn't it	d) can't
4.	(a) will it	b) don't it	c) won't it	d) can't it

Passage III

For _____ (1) _____people, it is _____ (2) _____ matter of pride that they have befooled _____ (3) _____ by telling _____ (4) _____.lie.

Options

1. (a) the	(b) some	(c) any	(d) all
2. (a) all	(b) some	(c) the	(d) a
3. (a)everyone	(b) someone	(c) us	(d) some how
4. (a)	(b) the	(c) any	(d) some

Passage IV

In public speaking situations, body language plays a very important role. Even before we start speaking, our non-verbal expressions begin to _____ (1) _____ vital information about ourselves. In fact, the way we walk also matters a lot; if we walk _____ (2) _____ it suggest that we are quite aggressive. Therefore, there is no point _____ (3) _____ around on stage when you are entering a public speaking situation. Similarly, be careful not to pussyfoot around in a _____ (4) _____manner; it establishes your lack of confidence.

Options

1. (a) exist	(b) emanate	(c) express	(d) emit
2. (a) belligerently	(b) surreptitiously	(c) benignly	(d) menacingly
3. (a) struggling	(b) strutting	(c) stacking	(d) stalking
4. (a) assertive	(b) copious	(c) timed	(d) lackadaisical

Answer key

1. c	2. d	3. a	4. b	(passage I)
2. b	2. a	3. d	4. c	(passage II)
3. b	2. d	3. b	4. a	(passage III)
4. d	2. a	3. b	4. c	(passage IV)

UNIT III

VOCABULARY

Building Advanced Vocabulary

Objectives:- This chapter will help you to learn (1)The importance of vocabulary in language. (2)Word formation techniques (3) Technical words, phrasal verbs, idiomatic usages, one word substitutions, homonyms, homophones, eponyms etc……

Introduction:- We are living in a world of words. Words are the bricks of the language. We use words to share our ideas, feelings and emotions. A word is a minimal free form with space on both sides in a sentence. Eg:-I met my class mate from the university. In this sentence all the words are written with spaces on both sides. The base form of a word is the stem or root word. We cannot split the stem. Examples:- walk, sit, go, eat, write. Other forms can be associated with words to get new words. Eg:- (1) ‘ am’—means love or friendliness ……amicable, amiable. (2)‘carn’ means flesh……carnivorous . (3) ‘mal’ means bad….malicious. (4) ‘eu’ means good…..euphoric. (5)‘culp’ means punish…culpable.

Model questions:- Find out suitable words for the following phrases. (1) in a friendly way, (2) in a harsh way ,(30 flesh eating ,(4) express sexual love. (5) embodiment, (6) cancerous, (7) curse.

Ans:- amiably, (2) acrimoniously, (3) carnivorous,(4) amorously, (5) incarnate,(6) malignant,(7) anathema.

Prefixes and Suffixes

Words are essential for writing sentences . Sentence is a group of words that gives meaning. The form of a word on which other forms of that word are said to be based is known as a root word. It is also known as stem or base.

Eg. Write, walk, sit

The root words are the minimal forms that cannot be split again. If we split root words they will become meaningless .A prefix is a morpheme (grammatical unit) that is added before the root word to get a new word.

Eg. im + possible .....– impossible

en + large -------– enlarge

in these examples ‘im’ and ‘en’ are prefixes. More examples of prefixes are given below.

1)In (A negative prefix)

Eg. in + sufficient--------- – insufficient

in +sane- ----------insane

in+ valid ----------invalid

in + appropriate------- – inappropriate

2) im (a negative prefix)

Eg. im + polite ----------– impolite

im + proper---------- improper

im + perfect ----------– imperfect

3) Un (a negative prefix)

Eg. un + pleasant ----------– unpleasant

un + happy---------- – unhappy

un + lucky ----------unlucky

A suffix is a morpheme (grammatical unit) added in the end of a root word.

Eg. examine + ation --------- examination

Write + ing ------- -------- Writing

In these examples 'ation' and 'ing' are suffixes . . More examples of suffixes are given below:-

1) Fy : (A verb suffix)

Eg. class +fy – classify

Pure + fy - purify

Terror +fy - terrify

notice + fy - notify

2) Ation : (A noun suffix)

Eg. educate + ation-–education

Indicate + ation-– indication

3) Er : (a noun suffix)

Eg. teach + er - teacher

Inform + er - informer

Manage + er - manager

4) Ment : (a noun suffix)

Eg. manage + ment ------- management

Involve + ment ------- involvement

State + ment -------- statement

5) Ion : (a noun suffix)

Eg. provide + ion ------- provision

Decide + ion ---------- - decision

6) Ness : (a noun suffix)

Eg. kind + ness ---------- kindness

Useful + ness ---------- usefulness

7) Less : (an adjective suffix)

Eg. value + less -------- valueless

Mercy + less -------- merciless

8) Ful : (an adjective suffix)

Eg. mind + ful -------- mindful

fear + ful -------- fearful

9) Able : (an adjective suffix)

Eg. adjust + able ------ adjustable

Favour + able --------favourable

10) Ental : (an adjective suffix)

Eg. judgment + ental -------- judgmental

Sentiment + al -------- sentimental

11) Ly : (an adverbial suffix)

Eg. loud + ly -------- loudly

Speed +ly -------- speedly

Model Questions

Split the following words and find out the root words, prefixes and suffixes.

1 re examination

2 impolite

3 rethinking

4 illogical

5 unspeakable

Answers

1 re + examine + ation (prefix + root+ suffix)

2 im + polite (prefix + root word)

3 re + think + ing (prefix + root word + suffix)

4 il + logic + al (prefix + root + suffix)

5 un + speak + able (prefix + root + suffix)

Synonyms

A synonym is a word or expression that has almost the same meaning as another word or expression. The origin of ' synonym' is from the Greek word 'syn' + 'onym' which means 'together + name'. In English there are many words with more than one synonyms.

Eg. See = watch/observe/notice/envisage

Big = enormous/huge/massive/giant/immense

Model questions

Write appropriate synonyms for the following words.

1 infallible 2 impeccable

3 interminable 4 illicit

5 intractable 6 impregnable

7 impertinent 8 incorrigible

9 ignoble 10 intrepid

Answers

1	trustworthy/unerring	2	perfect/faultless
3	endless/ceaseless	4	illegal/unlawful
5	unmanagable/uncontrollable	6	invisible/unconquerable
7	insolent/impudent	8	intractable/irreclaimable
9	wicked/vile	10	fearless/courageous

Antonyms

Antonyms are the words opposite in meaning

Eg. sharp X blunt

Luck X unluck

Antonyms are formed sometimes by removing the prefix to get the word opposite in meaning

Eg. Ignoble X noble

Infallible X fallible

Impotent X potent

Model questions

Find out the antonyms of the following words.

1	introvert	2	exculpate
3	consistent	4	enviable
5	disposed	6	internal
7	stable	8	legible
9	illegitimate	10	pessimistic

Answers

1	extrovert	2	inculpate
3	inconsistent	4	unenviable
5	indisposed	6	external
7	unstable	8	illegible
9	legitimate	10	optimistic

Learning words through situations

The words are the bricks of the language. To understand the language it is very important to use the right word at the right place in different situations. Try to guess the meaning of the underlined words in the passage given below.

Eg.

When you grow from childhood to adolescence, there are numerous complexities that confront you. You are neither a child nor a man. Parents chide you for being petulant and admonish you for pretending to be savant. At times your suggestions are brushed aside as naive ideas and other occasions your hopes are seen Chimerical and Fanciful

The meanings of the underlined words are given below.

Adolescence means the age between 13 to 19(the age when an individual is neither a child nor a mature man).
Numerous means things in large number.
Confront means to face.
Chide means scold.
Petulant means a person who behaves like a child.
Admonish means rebuke and warn.
Savant means a learned person.
Naive means immature due to lack of experience.
Chimerical means fanciful and unrealistic.
Fanciful means not realistic.

Model questions

Find out whether the following sets of words are same or opposite in meaning.

1. Chide = Appreciate
2. Confront = Escape
3. Chimerical = Unrealistic
4. Numerous = Plentiful
5. Admonish = Adore
6. Naïve = Novice
7. Petulant = Childish
8. Adolescence = Teenage
9. Savant = Knowledgeable
10. Fanciful = Realistic

Answers

1. Opposite
2. Opposite
3. Same
4. Same
5. Opposite
6. Same
7. Same
8. Same
9. Same
10. Opposite

Model questions

Find out the meanings of the following words from your dictionary.

1. Protagonist
2. Capricious
3. Paeans
11. Profound
12. Doleful
13. Trepidation

4. Felicitate
5. Fulcrum
6. Fury
7. Panegyrics
8. Vulnerable
9. Barge
10. Intuition
14. Stolid
15. Glum
16. Evidence
17. Exaggerate
18. Glance
19. Innocuous
20. Permeates

Model questions

Match the following words with their meanings.

1. Innocuous	(a) Guess
2. Tumultuous	(b) Look
3. Intuit	(c) Expressionless
4. Exaggerations	(d) Dull
5. Ambience	(e) Fear
6. Frightening	(f) Spread
7. Permeate	(g) Hyperbole
8. Trepidation	(h) Proof
9. Evidence	(i) Disorderly
10. Stolid	(j) Harmless
11. Glance	(k) Scary
12. Lugubrious	(l)setting
13. Euphoric	(m) Favourable
14. Profound	(n) Joyous
15. Auspicious	(o) Deep

Answers

1. J
2. I
3 . A
4. G
5. L
6. K
7. F
8. E
9. H
10. C
11. B
12. D
13. N
14. O
15. M

Find out the meanings of the following words from your dictionary.

1. Contemporary
2. Preposition
3. Statue
4. Belligerent
5. Din
6. Poise
7. Plumbing
8. Melodrama
9. Vulgar
10. Alluring
11. Subtle

Find synonyms of the following words from your dictionary.------ Calm, Deft, Deterioration, Din, Languid, Lewd, Offer, Rescue, Torrid, Lazy

Model Questions

Pick out the meanings of the following words from the options given below.

1. Gentle
   (a) Rectifiable
   (b) Docile
   (c) Composed
   (d) Indigent
2. Moan
   (a) Criticize
   (b) Groan
   (c) Shout
   (d) Wall
3. Adore
   (a) Adulate
   (b) Understand
   (c) Admire
   (d) None of the above
4. Perish
   (a) Disturb
   (b) Dismiss
   (c) Disappear
   (d) Disbelieve

5. Ghastly
   (a) Ghostly
   (b) Horrific
   (c) Livid
   (d) Terrific
6. Petulant
   (a) Wicked
   (b) Innocent
   (c) Childish
   (d) Calculated
7. Peevish
   (a) Irritated
   (b) Amused
   (c) Bemuse
   (d) Angry

Answers

1. (b) 2. (b) 3. (c) 4. (c) 5. (b) 6. (c) 7. (a)

Homonyms and Homophones

Homonyms are words that have the same form and sound but different in meaning.

Example:

1. Let us walk to the bank of the river.
2. I am going to the bank to deposit the money.

In these sentences the word bank has two meanings though they have same form and sound.

1. Bank = shore of the river
2. Bank = place where money is deposited

'Homonyms' are also known as "Homograph".

'Homophones' are distinct words that are spelled differently but pronounced alike or sound alike.

Examples:

One	-	Won	Cell	-	Sell
Write	-	Right	Weak	-	Week
Sea	-	See	Knew	-	New
Peace	-	Piece	Die	-	Dye

Words often confused

Examples:

1. Urban (not rural)
   Urbane (sophisticated)
2. Imaginary (Unreal)
   Imaginative (Creative)
3. Honorary (Without pay)
   Honourable (Respected)
4. Industrious (Laborious)
   Industrial (Relating to industry)
5. Childish (Silly)
   Childlike (Innocent)
6. Lovable (Worth of love)
   Lovely (Nice)
7. Exceed (surplus)
   Accede (agree)
8. Dual (double)
   Duel (fight)
9. Eminent (Prominent)
   Imminent (about to happen)
10. Fare (travel charges)
    Fair (Just)
11. Collision (clash)
    Collusion (secret agreement)
12. Complimentary (regards)
    Complement (something that completes the other)
13. Pray (A form of worship)
    Prey (victim)
14. Hoard (accumulate)
    Horde (group)
15. Prescribe (To direct)
    Proscribe (To prohibit)
16. Diseased (Ill and Sick)
    Deceased (dead)
17. Draught (small quantity)
    Drought (want of rain)

One word substitution

1. Someone who compiles a dictionary , (lexicographer)
2. Someone who is interested in the welfare of women , (Feminist)
3. A person with strange and particular habits , (eccentric)
4. A women who never gets married , (Spinster)
5. Saying things in roundabout way, (circumlocution)
6. Killing one's father , (patricide)
7. One who takes pleasure in torturing others, (sadist)
8. A tendency to favour one's relative, (Nepotism)
9. The short remaining part of a cigarette, (stub)
10. A story in which ideas are symbolised as character, (allegory)

Model questions

Find out one word substitution for the following.

1. Someone who loves collecting stamps
2. A long narrative poem written in a grand style
3. An animal story with a moral
4. An artist's most outstanding and memorable artistic creation
5. A women who displays tantrums to attract men's attention
6. One who pays too much attention to personal appearance

Answers

1. Philatelist 2. Epic 3. Fable 4. Magnum opus 5. Coquette 6.Dandy

Phrasal Verbs

A phrasal verb is a fixed expression that consists of a verb followed by an adverb, or a preposition or sometimes both. Phrasal verbs have their own special meaning that is different from the meaning of the main verb from which they are formed.

Example; Abstain from (means: keep away from)

The doctor advised me to abstain from drinking . Some examples of phrasal verbs are given below:

1. Get up = Rise
   I get up at six every morning.
2. Get out= Escape from
   He could not get out of the well.
3. Get over = Recover from
   He is getting over his illness.

4. Pick up = take hold and lift
   She picked up the child and kissed it.
5. Put in = Do
   He has put in a great effort.
6. Put off = post pone
   The university was forced to postpone the exam.
7. Put on = Wear
   Why don't you put on your best clothes?
8. Put out = Extinguish
   Put out the light before you go to sleep.
9. Put up = Stay
   As it was too late, they put up in a hotel.
10. Put up with = tolerate
    It is difficult to put up with proud people.
11. Run down = weaken
    She looks run down these days
12. Run out = exhausted , finished
    She says that sugar has run out
13. Run after = pursue
    The people ran after the thief.
14. See about = make arrangements
    I must see about the welfare of my family
15. See through = discover a secret
    I can see through your plan
16. Be taken aback = be surprised at
    He was taken aback to hear the news of his failure
17. Take after = resemble
    He takes after his father
18. Take down = write
    Students should take down lecture notes
19. Take off =(1) remove. (ii) to leave the ground
    He took of his hat.
    The plane took off at 2 p.m
20. Turn away = refuse admittance to
    It is cruel to turn beggars away.
21. Turn down = refuse an offer
    Don't turn down any offer for help.
22. Wind up = concluding
    It is time to wind up the meeting.

23. Wipe out = destroy completely
    It will take a long time to wipe out poverty from India.
24. Work out = calculate
    The secretary asked the accountant to work out the expenses.

Phrasal preposition verbs

There are a few verbs which consist of three parts , a base verb, an adverb particle, and a preposition. Though they may appear to be complicated at first sight, they are easy and are used like prepositional verbs. To get on with, to put up with, check up on, to go on with, etc are examples.

He gets on well with his step children.

It is difficult to put up with him.

In spite of his difficulties, he goes on with his job.

Complete the following sentences with correct adverbial particles

1. It will take a long time to wipe -------- poverty from India
2. The Chairperson wound ------- the meeting
3. The lecturer asked the students to take ------notes
4. The plane took ------ at 12.30 pm.
5. The people ran ----the thief.
6. The mother said that rice had run----------
7. It is really difficult to put ----------with that fellow
8. The representative has put -------- all his effort for the development of the region.
9. He just wanted to get ----------the examination
10. The strike was called ----------
11. You have to account ----------all that you do.
12. The bridge was blown ---------- by terrorists
13. Ultimately he had to give ----------
14. The Chairman gave ---------- the prizes.
15. Despite the many unfavorable situations, he decided to go------

<u>Idiomatic Expressions</u>

An idiom is a combination of words . When they are taken together, they mean something different from what they actually mean .

Examples.

1. Get going = start working/start doing something

   Eg. When the machine gets going, children come to see it.

2. Spill the beans= tell everything.
   Eg: when the police questioned, the thief spilled the beans.

3. Come in handy = be useful.
   Take a torch with you, it often comes in handy to you.
4. Bad blood = un friendly feelings
   The bad blood between the friends, made some problems.
5. Fly at some one's throat = attack some . eg; when the police saw the thief they flew at his throat.
6. On one's last legs = extremely exhausted or tired.
   After a week's continuous duty, one is generally on one's last legs.
7. Maiden speech = first speech.
   In his maiden speech, he appeared nervous.
8. Keep one's head above the water=managing to stay with difficulty.
   Though he has no money he keeps his head above the water.

Technical vocabulary

In English there are a number of words that are particular or connected with a subject or field of knowledge. These words are known as technical vocabulary.

Understanding technical vocabulary is essential for professional success.

Some examples are given below:

1. Tsunami - A Japanese word for 'harbour wave' (a series of waves in the deep Ocean causing damage upon land)
2. Anthropologist- person who seek to understand the cultures, customs, habit, history etc of some group of people.
3. Photosynthesis – a technique of converting sunlight into energy and is utilized by plants for food making.

Model questions

Find out the meaning of the following technical words from your dictionary.

1. Hazard
2. Tele conference
3. Biotechnology
4. Telepathy
5. Gravity
6. Laser beams
7. Amputate
8. Oxymoron
9. Cookie
10. Electroplating

Eponyms

These are terms or names given to a particular place, tribe, era, discovery or situation. Usually these words are connected with some persons of historical importance or mythological characters, or legendry or fictional characters. Some examples are given below.

1. Machiavellian = means, cunning , crafty and deceitful. Eg : Machiavellian villain.A dramatic character.

2. Malapropism = means wrong use of words, often creating a humorous effect . Derived from Mrs. Malaprop, a humorous character in literature.
3. Herculean task= means a never ending labour or a task,(full of tedious and Drudgery). The legend derived from the story of Sisyphus, who was punished for his misdeeds to carry a huge stone uphill.

Exercise- I

The words listed below are followed by five choices. Pick the word that is closer in meaning .

1. Punctilious
   (a). meticulous
   (b). casual
   (c). perfunctory
   (d). final
   (e). none of the above
2. Opulence
   (a). poverty
   (b). penury
   (c). affluence
   (d). indigence
   (e). none of the above
3. Stolid
   (a). stupid
   (b). stylish
   (c). impressive
   (d). impassive
   (e). none of the above
4. Buoyant
   (a). Energetic
   (b). Blissful
   (c). Tedious
   (d). Enticing
   (e). None of the above
5. Momentous
   (a). Mesmerizing
   (b). Stormy
   (c). Memorable
   (d). Magnificent
   (e). None of the above
6. Stultify
   (a). Stupefy
   (b). Chalk
   (c). Choke
   (d). Chaff
   (e). None of the above

7. Profligate
   (a). Prolific
   (b). Proliferate
   (c). Extravagant
   (d). Exaggerate
   (e). None of the above
8. Babble
   (a). Talk
   (b). Scribble
   (c). Believe
   (d). Sight
   (e). None of the above
9. Retaliate
   (a). Reveal
   (b). Repeal
   (c). Respect
   (d). Retort
   (e). None of the above

II. Each of the listed words below is followed by some of its synonyms. One of these words however is opposite in meaning to the rest of them. Pick that option. Otherwise tick the last option.

1. Pleonasm
   a. Tautology
   b. Brevity
   c. Superfluity
   d. Verbosity
   e. None of the above
2. Tepid
   a. Lukewarm
   b. Indifferent
   c. Peppery
   d. Mild
   e. None of the above
3. Indolent
   a. Slow
   b. Agile
   c. Passive
   d. Sluggish
   e. None of the above
4. Perfidy
   a. Treason
   b. Infidelity
   c. Probity
   d. Treachery
   e. None of the above

5. Stout
    a. Rotund
    b. Corpulent
    c. Plump
    d. Emaciated
    e. None of the above
6. Chivalrous
    a. Affable
    b. Coarse
    c. Urbane
    d. Suave
    e. None of the above
7. Dormant
    a. Quiescent
    b. Silent
    c. Soporific
    d. Alive
    e. None of the above
8. Peremptory
    a. Ambivalent
    b. Arbitrary
    c. Absolute
    d. Authoritative
    e. None of the above

III: Each of the listed words below is followed by some of the synonyms. One of these words is opposite in meaning to the rest of them. Pick that option; otherwise tick the last option.

1. Virtuosity
    a. Mediocrity
    b. Finesse
    c. Dexterity
    d. Expertise
    e. None of the above
2. Abyss
    a. Apogee
    b. Chasm
    c. Nadir
    d. Depth
    e. None of the above
3. Hoary
    a. Clichéd
    b. Hackneyed
    c. Frosty
    d. Engrossing
    e. None of the above

4. Renegade
    a. Apostate
    b. Mutinous
    c. Acquiescent
    d. Mutineer
    e. None of the above
5. Loathe
    a. Adore
    b. Abhor
    c. Detest
    d. Abominate
    e. None of the above
6. Ennoble
    a. Exalt
    b. Exult
    c. Degenerate
    d. Dignify
    e. None of the above
7. Vagabond
    a. Nomad
    b. Gypsy
    c. Settled
    d. Vagrant
    e. None of the above
8. Jilted
    a. Rejected
    b. Jocund
    c. Disappointed
    d. Disheartened
    e. None of the above
9. Beseech
    a. Request
    b. Implore
    c. Beg
    d. Placate
    e. None of the above
10. Nonplussed
    a. Bewildered
    b. Unperplexed
    c. Stunned
    d. Confounded
    e. None of the above

IV: Fill in the blanks with appropriate phrasal verbs.

1. You will have to work hard to ……..with other players.
2. Since the journey was long, we ……..at five in the morning
3. By losing the match he……his supporters……
4. Didn't you notice, he was……you in the party?
5. The Babri masjid was……..on 6th December.
6. ……..something for adverse circumstances.
7. Driving blindly, he…..…….a tree.
8. We didn't come here to ……old issues.
9. She was so nervous that she totally……..at the interview.
10. I alone know how I ……..those days of separation and alienation.

V: Fill in the blanks with appropriate idiomatic expressions:

1. We need reliable supporters and not the…….flatterers.
2. Many parties crop up during election times but just like……..are not seen afterwards.
3. The management has…….that some of us can be retrenched.
4. Most of the political alliances are expedient; there is no……..for their togetherness.
5. We are grateful to you……for all your support and encouragement.
6. It is…….that most of our employees come late and go early.
7. Once you move from a small to a big city, you always find yourself to be…….
8. Ever since he married that woman, he has been…….
9. Yesterday, I…….a strange low.
10. As there was nothing new in newspaper, he……impatiently.

VI: choose the right option in the following sentences.

1. I am not sure how to decide this, I am quite ambivalent/ambiguous about it.
2. One can just wonder how he is putting on with such a meager income ; he has a large number of dependents/dependants to feed and support.
3. The girl didn't take the compliment/complement kindly.
4. He was prosecuted/persecuted actually for a minor crime.
5. The movie was really insipid / incipient; I simply dozed off during the first half an hour itself.
6. Cancer is an invidious/insidious disease; it kills you silently.
7. What hurt me most was the top of the person; it was so boorish and depreciating the deprecating.
8. You really stand a chance to clear the interview; our boss is a/an uninterested disinterested man; all he needs is a good, hard working person.
9. The prime minister has been appraised/appraised of the latest developments in the state by chief Minister.

10. He considers others to be dirt; whenevere speaks he sounds quite contemptible/contemptuous towards others.
11. Keats's poetry- a great work of it – is known for its sensuality/sensuousness.
12. Don't sound so moribund/morbid; it is not good to be so pessimistic and negative life.
13. Only a waver/waiver in the fees delighted him.
14. Mr. Kapoor died in a rail collision/collusion.
15. The chief guest's speech was not apposite/opposite to the occasion.

Answers (Exercises)

I.	1.a	2.c	3.d	4.a	5.c	6.c	7.c	8.a	9.d	
II.	1.b	2.c	3.b	4.c	5.d	6.b	7.d	8.a		
III.	1.a	2.a	3.d	4.c	5.a	6.c	7.c	8.b	9.e	10.b
IV.	1. Catch up		2. Set off		3. Let down		4. Drooling over			5.pulled down
	6.keep aside		7.rammed into		8.rake up		9.messed up			10.got through
V.	1. Fly-by-night		2. Flash in the pan		3.dropped a hint					4.common
	ground	5.beyond measure		6. No laughing matter			7. A little fish in a big pond			
	8.leading a dog's life		9. Come across		10. Cast aside					
VI.	1. Ambivalent		2. Dependents		3. Compliment					4. Persecuted
	5. Insipid		6.insidious		7.deprecating					8. A disinterested
	9.appraised		10.contemptous		11.sensuousness					12. Morbid
	13.waiver		14.collision		15.apposite					

UNIT IV

COMMUNICATION SKILLS

Objectives:

This chapter will help the students to understand

a. What communication is.
b. The features of good communication.
c. The importance of communication in the professional world.
d. The different flows of communication in an organization.
e. The barriers in communication and ways to overcome the barriers.

INTRODUCTION

We are the part of a society and the society moves on the wheels of communication. In the professional world, communication and its related skills decide a person's career curve. People with better communication skills get ample chances to touch the zenith of success.

Nothing happens in the professional world without communication. It propels the management process and serves as a lubricant for its smooth operation. Communication helps the professionals in their managerial tasks like planning, organizing, executing, staffing and controlling. Interaction among people is essential in every organization and proper communication helps the organizations to achieve their goals. Communication is vital to the survival, sustenance and proper growth of any organization.

The origin of the word 'communication' is from the Latin word "Communico" or "Communicare" which means "to share". Communication can be defined as "the transfer of ideas, feelings, plans, messages or information from one person to another". Communication will be effective only when it gets the desired action or response.

PROCESS OF COMMUNICATION

Communication is a process whereby information is encoded, channelled and sent by a sender to a receiver via a medium. The receiver decodes the messages and gives the sender a feedback. All forms of communication require a sender, a channel, a message, a receiver and a feedback that effectively winds up the process. Noise is a hindrance in the communication process. It causes interference and hindrance to the transmission of message 'by disturbing the channels, and medium. Differences between general and professional communication are given below:

	General communication	Professional communication
Contents	Informal in style and approach	Formal and objective
Structure	No set patterns of communication	A set of patterns and sequence follows
Method	Mostly oral	Both oral and written
Audience	Not for a specific audience	For a specific audience like customers, banks etc.
Language	May be ordinary language without technical words, graphics etc.	Frequently involves Jargon, graphics etc for professional purposes.

FEATURES OF SUCCESSFUL PROFESSIONAL COMMUNICATION

1. Communication is a two-way process by which information is transmitted between individuals or organizations. It helps to develop an understanding among them.
2. Communication is a continuous process of meaningful interactions among persons in an organization that results in meanings being perceived and understood in a desired way.
3. The role of the receiver and the sender keeps changing in the entire communication activity.
4. Communication broadly includes both verbal and no-verbal forms. It includes lip-reading, finger-spelling, sign language, and body language in face to face communication.
5. It is a process which transmits and disseminates important ideas, thoughts, feelings, plans etc.

IMPORTANCE OF COMMUNICATION

The following factors make communication indispensable in the world of business.

1. **Growth: -** Due to the emergence of multi-national companies , large business firms and organizations, there is the need to operate them both within and outside the country. The head office of such companies always keep in touch with the branches through communication and this helps for the growth and smooth running of the entire business.
2. **Complexity:** This is an age of specialization and therefore, even in a single organization there are different activities like planning, production, sales, stores, advertising, financing, accounts, welfare etc. They are handled by different departments. Communication helps for the coordination among these various departments and sections in an organization.
3. **Competitiveness:** Today there is competition in the business world. We get goods in various brands from the markets. Companies which communicate better sell better. The better the communication skills of a salesman, the larger the number of customers he can attract. Communication is the tool of a salesman for better salesmanship.
4. **Harmony:** It is the duty of the managements to protect the rights and dignity of the workers. There should be a delicate relationship between the management and the workers. Better communication help to bring such a harmony between them.
5. **Understanding and cooperation:** Good communication between the management and employees helps to bring mutual trust and confidence between the management and the employees. Through effective communication employees get job satisfaction and develop a sense of belongingness. This helps the organization to grow well.

PURPOSE OF PROFESSIONAL COMMUNICATION

The objectives of professional communication are given below.

1. **Advising:** Even the competing professionals lack specialized knowledge in various branches like licensing, publicity, taxation, engineering etc. They need frequent advice from the superiors and from the management. Proper and timely interaction with experts in the related areas helps the management and the other members to take wise steps. For this good communication is essential.
2. **Counseling:** Sometimes an employee may become slow and indifferent in his /her jobs due to personal or family problems. Such persons need counseling. Through effective communication they can share their problems and suitable solutions can be expected.
3. **Giving orders: -** Order is an authoritative communication from the superior authority to the subordinates. Effective communication is essential for the right impact of the order.
4. **Providing instruction:** Instruction is different from order since it guides an individual what to do and not to do. Effective communication is essential for this.
5. **Marketing:** Marketing is crucial to all business. The entire success and function of marketing rests on effective communication.
6. **Persuading:** Persuasion is an effort to influence the attitudes, feelings or beliefs of others or to induce action based on that. Buyers have to be persuaded to buy products. Effective communication is essential to persuade and inspire uninterested and lazy workers in the organization and factories.
7. **Giving warnings:** if the employees do not abide the norms of an organization or violate the rules, warnings may become necessary. Effective communication is essential for the expected impact of warning.
8. **Raising morale:-** Morale stands for the mental health of all individuals and hence is important for the growth of an organization. It is like a lubricant among people, connects them with a sense of togetherness and motivates them to work in cooperation with one another. Effective communication is essential for raising morale.
9. **Staffing:** The growth of an organization is under the control of the competent employees. Potential employees of merit should be recruited at the time of interviews. The recruiters should get the details of company's organization structure, policies and practices. For exchanging such ideas effective communication is essential.
10. **Projecting image:** Effective communication is essential in projecting the image of an organization. The notice, advertisement and announcement are tools that help a company to get popularity in the society. All the documents in the office should be edited and kept to get a positive image.
11. **Preparing advertisement:** Effective advertisement is essential to make a new product popular. Advertising is done through newspapers, magazines, televisions, internets etc. The success of an advertisement depends on effective communication.
12. **Making decisions:** Effective communication helps in solving both simple and complex problems. It also helps in making accurate decisions positively.

13. Getting feedback:- The receiver's reaction to the message is also a form of communication back to the sender. The sender gets feedbacks from the receiver. This helps them to take necessary steps later.

Thus communication is like a two-way street that helps for a good relationship between the sender and the receiver. It is an inevitable factor for the growth of a business.

DIFFERENT FORMS OF COMMUNICATION

Communication is generally classified into the following types.

1. Verbal communication: it includes:
   a. Oral communication
   b. Written communication
2. Non verbal communication
3. Intra personal communication
4. Inter personal communication
5. Extra personal communication
6. Mass communication
7. Media communication

Verbal communication

Professionals are spending a lot of their time in speaking and listening to others. During this time they use language as a medium of communication. This type of communication is known as verbal communication. During verbal communication an individual uses spoken and written words. Communication through spoken words is oral communication and communication through written words is written communication. During oral communication, there is face to face interaction between the sender and the receiver. In this type of communication there could be two or more than two persons who use spoken language as a medium of communication. When we make presentations, deliver speeches, participate in group discussions, appear for interviews, or simply interact with some body, we are involved in oral communication.

In written communication the sender uses written mode to transmit the message. Reports, proposals, letters, books, e-mails etc are the examples in this category. This type of communication is used for documentation in organizations.

Non-Verbal Communication

A message that is communicated without words is an example of non-verbal communication. This process requires non-verbal cues to be transmitted and received. It can be further categorized into two parts 1) Body language and 2) paralinguistic features.

1) Body language eg: Personal appearance, walk, gestures, facial appearances, posture hand movements, eye contacts etc.
2) Paralinguistic features eg: person's voice, volume, pitch, rate, pauses, articulation, modulation etc.

Interpersonal Communication

It is the communication that takes place within one's own self. Individual reflection, contemplation, meditation etc are some of the examples of this. This type of communication encompasses communicating with the divine and with spirit in the form of prayers, rites and rituals.

Interpersonal Communication

This is a direct, written or oral type of communication between two or more persons. Through conversation between individuals there occurs maximum interaction through words and gestures.

Extra personal Communication

Sometimes we communicate with non human entities like birds, animals etc. we speak to parrots, or cow and our pet dogs, cats etc to follow our instruction. They respond with happiness by moving around us or by wagging their tails. This type of communication is extra personal communication.

Mass Communication

The books, press, cinema, T.V, radio, internet etc are the tools of mass media. The communication through these media to the public is an example of mass communication. The speeches delivered by political leaders or by prophet to the public is also an example of mass communication.

Media Communication

It is the communication that takes place through electronic media like computer, mobile phones, LCD, Video etc. Among these, the computer is one of the most influential media in every official and business world. Today communication has become an inevitable factor in our daily life like breathing, eating and sleeping.

Communication Network

Communication is like a tool to measure the success and growth of an organization. The success of a business depends on the quantity and quality of information flowing through its personals. Therefore the information should flow as early as possible to the customer and this will help for the smooth operation of the various departments in an organization or business.

Different Types of Communication Flow

Communication in a professional organization flows at different layers and levels. The different types of communication flows in an organization are given below.

1) Horizontal, 2) Vertical (upward or downward), 3)Cross wise, 4) Spiral

There may be various directions within an organization (eg: among the people of same rank in an organization). This will create a better co-ordination between the department and helps the effective decision making. If there is a discussion between a production manager and the supply

manager about the production in a particular month, it will be an example of horizontal communication. When the production manager instructs the workers, it will be an example of downward communication. Here the information moves from the higher authority to its subordinates. If the superior reports to the production manager regarding the state of production it will be an example of upward communication. Sometimes the managements circulate reports or information to all the workers in an organization (eg: announcing bonus, incentives etc). It is an example of spiral communication. Sometimes communication flows between persons who belong to different levels of hierarchy and who have no direct reporting relationships. Such a type of information helps to bring cooperation among the members and for the expansion of the organization .This is an example of diagonal communication. In organizations, sometimes there will be informal communication between the personal and professional groups. Such a type of communication flow is known as grapevine. (eg: rumours about the expansion of a business, promotion of an employee etc). This type of communication may create both negative and positive impact on the environment within an organization.

Barriers to Communication

During communication, mistakes and errors happens occasionally due to various reasons. If there are such problems the communication should follow the following steps to rectify the mistakes.

1. Identify the problem
2. Find out its cause
3. Select and apply the best solution

Types of Barriers to Communication

1.Verbal Barriers: Some communicators believe that they can communicate fluently and clearly. But there are some verbal barriers like verbal attack, speaking loudly, unnecessarily, and using complex words and phrases etc. When and individual blames, criticizes or questions the other, verbal barriers are created. The following reasons may also create verbal barriers in the communication environment.

a)Lack of proper planning

Some communicators speak without proper planning and preparation. They fail to communicate the purpose of communication. This may result in miscommunication in the communication process.

b) Selection of Wrong Variety of Language

Language is a tool of communication and so it should be used appropriately. It should become suitable to the context and situation. Imagine a lawyer using his argumentative language to convince his wife to get a cup of tea from the kitchen. A situation like this will create negative result and will become boring and improper.

c) Wrongly Decoded and Badly Encoded Messages.

The sender may have clarity with proper expression, choice of correct words and correct punctuations etc. while transmitting a message. Bombastic language with improper sentences may cause confusions to the listeners. Badly or wrongly decoded messages may lead to hilarious situations for the people involved.

d) Semantic Gap

Semantic gap or distortions may happen deliberately or accidently. Ambiguous sentences may create confusing situations. As an example look at the following adverbial statement.

We sell for less

When we read this, raises the question, "less than what?". Is the product sold to less number of people or offered at a less price?". Message like this may put the people in confusion and so such ambiguous sentences should be avoided during communication.

e) Difference in Perception of a Message

During conversation, we use various types of words that can be interpreted in many ways. Different people perceive a particular situation in different ways. As an example suppose there occurs a dispute between a worker and his superior in a company. A third person is appointed to inquire into the matter. During the investigation, he may get different types of opinion and narrations from different groups. In such a situation, one needs to communicate from various perspectives. He should verify the matter from different points of view and then come to a conclusion.

f)Variation in Language

Language has regional varieties (dialects) and individual varieties (idiolects) . Certain words and expressions are culture specific. The meaning of a word or usage may change from country to country. (as an example the word "Side walk" in America changes as 'pavement' in Britain. 'Apartment' in America, changes as 'flat' in Britain and 'house' in India.) So while using the words the communicator should be very conscious about the meaning and situation.

Non-Verbal Barriers

When there is a clash between verbal and non verbal messages, sometimes the receiver may tend to trust the non-verbal messages. Some examples of non-verbal barriers to effective communication are given below:

1. Flashing eyes
2. Quick or very slow movements
3. Avoiding eye contact
4. Raising eye brows constantly indicates the speaker is not convinced about the information that he is sharing.

5. Bulging eyes suggest the speaker is arrogant.
6. The presenter keeping his hands or thumbs constantly in the pocket of his trousers indicates that he is snobbish, scared or deceptive to his audience.
7. Continuous awkward gestures indicate problems in the smooth flow of communication.

Listening Barriers

The result of poor listening is incomplete, incorrect and inconsistent responses. Listening is the mother of all speaking. Some people do not listen to others properly, patiently and attentively. They are waiting to articulate their own views by preventing the speaker. Such people fail in proper communication and in presenting appropriate responses. Listening is a compulsion, so there are more speakers than listeners. Some people pretend to listen while sitting in a meeting but they may be occupied in some other engagements like playing on the mobile phone, scribbling something or day dreaming etc. Some listeners interrupt the speaker by avoiding the eye contact with them. These also may become barriers to effective speaking and listening. Some other examples of listening barriers are given below:

1. Making the speaker feel that he is wasting the listener's time.
2. Interruption creating some problems for distraction.
3. Getting ahead of the speaker and completing his thoughts
4. Topping the speaker's story with some stories.
5. Forgetting what is being discussed.
6. Asking too many questions for the sake of probing.

Miscellaneous Barriers:-

1. An individual's subjective view points towards issues/people.
2. An emotional block or base that is based on a third party's view point or on what one has read/heard.
3. Jumping into hasty conclusions without proper thinking or planning or premature evaluation of messages due to miscalculated guessing. Agree or disagree before convincing ideas.
4. Information overload. In some organizations, employees in key positions get unrestricted flow of information. Due to such struggling with information overload, they often tend to ignore the important information unconsciously while processing the information.

5. Distrust, Fear and Threat

Inconsistent and unpredictable behaviour of the superior may cause distress and fear among the subordinates. In such a situation there is no chance of effective communication.

6. Less time for Orientation and for Adjustment to Change

While implementing any changes, there is the need of enough time for further training, career adjustment, and status identification . Sometimes the shortage of time hampers effective communication.

(7) Emotional reactions:-

Emotions such as fear, suspicion, anger, joy, and sorrow may act as hurdles during communication. As an example, in retirement meetings, some retiring people fail to communicate effectively due to uncontrollable emotions.

(8) Rigid attitudes

During communication both the speakers and the listeners are sharing and conveying emotions, ideas and attitudes. If there is a stubborn attitude on the part of the listener or speaker it may lead to the failure of communication.

Some Remedies:--

Some remedies to overcome different types of barriers are given below:

(1) Send the data only to the people who require that

(2) Emphasize the major ideas.

(3) Delete unwanted details

(4) Maintain transparency in policy matters.

(5) Ensure clarity in message and wait for a genuine feed back

(6) Understand other's emotions

(7) Understand other cultures and language variations and use the appropriate variety of language in the context

(8) Make sure that the information overload does not affect the communication

(9) Be frank and open. Acknowledge that people have different perceptions and views regarding things.

(10) Encourage innovative ideas and views to avoid unnecessary fears.

(11) Be patient and attentive while listening

(12) Speak with clarity and conviction.

(13) Readiness to share feelings with others and build empathy with others.

(14) Understand the listener's educational back ground, and language proficiency

Non-verbal Communication

Non verbal communication plays a very important role in all professional situations. It includes aspects such as body language and Para linguistic features. The study of body language is known as kinesics. While attending an interview the candidate should be very conscious of his body language like (1) personal appearance (2) neat dress, make-up, shoes, hairstyle etc (3) gestures, (4) posture (5) body movements (6) walk, (7) facial expressions (8)eye contact, (9) hand movements etc.

While attending an interview (1) walk confidently . (2) enter in a well-groomed manner . (3)) come in neat and handsome appearance . (4) use graceful gestures . (5) maintain elegant sitting and standing postures . (6) use hand movements to emphasize ideas. (7) display conviction and friendliness through facial expressions. (8) maintain eye contact with the listeners. (9) bear in mind the importance of the paralinguistic features of communication like:

(1) audible volume

(2) voice modulation

(3) pronunciation

(4) crisp articulation

(5) well-timed pauses

Posture

It refers to the way we sit, stand and carry ourselves. Our posture communicates the way we visualize the world around us. Some tips to maintain an impressive posture during professional meetings, interviews, group discussions, presentations and other formal occasions are given below:-

(1) maintain elegance, in sitting, standing and walking posture.

(2)look straight while walking. (Don't look down, out or up. It indicates lack of confidence and fear)

(3) Don't let your shoulders droop.

(4) Lift your feet clearly from the floor while walking. Avoid dragging legs.

(5) While walking don't be too slow or aggressive

(6) Don't move in tired or lazy manner while walking or sprawl while sitting

(7) Don't sit on the edge of the chair. It communicates discomfiture

(8) Avoid crossing legs while sitting or standing before the audience

(9) Feel and communicate ease through your sitting and standing posture.

(10) Avoid keeping feet at attention or parallel

(11) keep one foot ahead of the other. This helps to feel and appear at ease.

Gestures and Hand movements:-

A picture can silently speak a thousand words. Like this a gesture can communicate all that a speaker feels consciously or unconsciously. Action speaks louder than the words. Examples of some common gestures and their understood meanings are given below:

waving indicates saying ' hello ' or ' good bye.'

making fist ➞ anger

Thumbs up ➞ agreement or appreciation

pointing ➞ showing something

crossed arms ➞ submissiveness | defence | negativity

rubbing palms / face ➞ lack of confidence

Hands on knees ➞ readiness

locking hands behind ➞ arrogance

Rubbing the eye ➞ doubt and disbelief

Some tips connected with gestures

(1) keep hands in control

(2) Don't allow arms to wave

(3) Use graceful and socially acceptable gestures

(4) Omit aggressive and provoking gestures

(5) Don't keep hands folded against chest (indicates fear and evasion)

(6) Avoid rubbing nose and eyes

(7) Don't scratch on forehead, eyebrows, or head ; (indicates fear / lack of confidence)

(8) Don't lean to a support (indicates lack of confidence)

(9) Don't keep hands in pocket (indicates hiding something from others)

(10) Don't play with key rings etc. It may distract the listeners

(11) Don't wring hands or play with rings

(12) Don't tag on shirt – sleeves / shirt collars (shows discomfiture)

(13) Don't scratch / crane neck (shows doubt)

Eye contact

Eyes are the windows to the soul. They convey the emotions and feelings of an individual. We can tell a lie with words but the eyes will reveal the truth. The eyes will help to understand the reaction and attitudes of both the speakers and listeners. So eye contact is essential in non-verbal communication skills. While attending an interview or participating in conversation look straight in to the eyes of the persons who sit in front. If there is no eye contact it indicates edgy, nervous, lacking confidence, fear, doubt, and confusion. so

(1) keep in touch with others through eye contact

(2) observe others to understand the non verbal cues of the listeners

(3) Be confident through eye contact

(4) feel and express willingness through eye contact

Facial expressions

Face is an index of a person's mind. If face is unpleasant, sad, and gloomy it creates negative impact. The face may express dejection, irritation, fear, confusion, inhibition or doubt. Some tips to maintain proper facial expression are given below:

(1) Start with a smile (Don't smile always)

(2) No frowning (indicates arrogance)

(3) Avoid raising eye brows.

(4) Don't purse lips while speaking (indicating lack of confidence)

(5) Don't narrow eye brows (indicates lack of trust)

(6) No dull appearance on the face (shows lack of confidence)

(7) No dejection, indifference and sadness on face / no strong emotional feeling

(8) Express integrity and conviction in what you say

(9) Don't smirk (shows arrogance)

(10) Don't express disrespect / contempt for the listeners

(11) Express willingness or readiness on face to associate with others

Para linguistic features

Just like we communicate through gestures, postures, expressions, body movement, eyes and hands, we can express our emotions and feelings with the help of different aspects of voice. The important paralinguistic features connected with voice are given below:

(1) Rate:-

It is the number of words that utter per minute. Don't speak too fast or too slow while speaking, keep average speed, A rate between 125 and 150 words per minute is ideal in professional situation. Listen and understand your listeners and make sure that they are comprehending and digesting the ideas.

(2) Pauses:-

Speech with out pauses appears unnatural and hasty. Pauses display sense of security and feeling of assurance. Pauses help the listeners to comprehend ideas. Speech in a hurry creates confusion. Rightly timed pauses add values to what we say. Avoid wrongly placed pauses. Omit vocalized pauses (sounds) like hmm------ err------ aa----- oh oh, oh-----etc. omit over use of expressions like "you know" ---- " I mean"-----"actually", 'basically'—infact , ---okay, ---well, --right – etc---

(3) Volume:

A person's volume has an important role in deciding his personality. People with low voice lacks confidence . People who maintain an inadequate volume while speaking to others reflect their lack of conviction of ideas. Such people can never appear or emerge to the master of the situation. Some people speak very loudly and this indicates their arrogance. Listeners never like such people. While speaking, observe the expressions on the faces of the audience or the back benchers to know whether they are confused, if so, it indicates that the speaker is not audible enough. We should try to maintain enough volume while speaking to other people.

(4) Pitch / Intonation /Cadence and Voice Modulation:-

Voice has many aspects. Pitch is the rise and fall in human voice. It can express all the emotions that a speaker wishes to be conveyed. We should try to use variety of pitch patterns as per the requirement of the situation. The variations in the pitch provide colour and lustre to a speaker's voice

(5) Pronunciation and Articulation:-

Pronunciation and articulation play a very important role in expressing our ideas. Since English is not our native language, our pronunciation is different from that of the native speakers. We should try our best to practice native speaker's accent. During articulation we should try to make each sound distinct, appropriate and impressive. If we mix or mumble words, it will become sloppy and inelegant. Some people try to imitate stylish and trendy language to get the attraction of the listeners. Such people are likely to be ignored by educated people .

(6) Proxemics / Space distance

Physically , human beings are free and we love freedom and space. We never feel relaxed in a crowd or in a long queue. During communication it is important to understand and respect the territories of other people. Don't stand too close to people while speaking and don't interfere in the personal matters of others. Like this don't sit or stand too far away from the listeners or speakers. Try to understand the different zones in to which the psychological territories of human beings can be divided. They are given below:

(a) Intimate Zone:

Never try to enter in to the intimate zone that is shared only by spouses, lovers,

Children, parents and very close friends and relatives. Those who try to enter in to the intimate zones of people are intruders.

(b) Social Zone: While interacting with strangers try to maintain a little distance. In professional gatherings people keep a little distance. Professionals should maintain a social distance during their communication with other people.

(c) Public zone:-

A public zone should be maintained between the speaker and the listener. This distance depends on the culture and environment in which communication between them takes place. After understanding the cultural variations and requirements the distance between the two parties should be adjusted.

Haptics

Hand shakes are common in professional situations. It is a sign of warmth. We have a cosmopolitan up bringing and so there is no need of hesitation in shaking hands with others. Ignore distinction of co lour, creed, caste and gender while we shake hands with others. There are some other haptics like hugging and patting on shoulders. When we follow these haptics observe and adopt the patterns followed by other seniors around us.

GROUP DISCUSSIONS

Objectives

This chapter will help the students understand

(1) what group discussion is

(2) The importance of group discussion in the selection process

(3) Personality traits like awareness, initiation, body language, paralinguistic features, confidence etc that are assessed during group discussion

(4) Different type of group discussions and the steps in group discussion

(5) Role of a team player and leadership qualities.

Introduction

Group discussion (GD) is an important step in the selection of candidates. It is an effective tool in the recruitment process besides interviews. It helps to study the behavioural and attitudinal responses of the participants and later to select the best and appropriate candidates for a particular post. A GD is a formal discussion which involves 6 to 15 participants who sit in a group to discuss a topic or a case given for this purpose. It helps to understand whether a candidate possesses the expected personality traits or skills. In G D' S the group members have to interpret , analyse and argue to discuss the topic allotted to them..

A G D is different from a debate. In debates, we speak either for or against something. But in G D S all the members of the group are expected to deliberate up on the issue extensively. G D demands flexibility on the part of the participants. In a formal G D there are 6 to 15 members in a group and they are asked to sit in a circular, semi-circular or U –shaped seating style (senate room sitting). They may be familiar or unfamiliar to each other. They are given 15 to 45 minutes to discuss a topic or a case study depending on its nature.

Personality traits

The most important personality traits a candidate should possess to do well in G D S are given below:

(1) Reasoning ability (2) openness (3) leadership (4) assertiveness

(5) initiative (6) motivation (7) attentive listening (8) awareness.

People who possess good reasoning skill can express their ideas and opinions in a convincing and rational manner. During presentation he should include enough facts, figures, statistics etc for supporting arguments

Leadership

There are 3 types of leaders:

(a) Amiable leader:-

He tries to avoid confrontations and build a peaceful environment during the group discussion

(b) Democratic leader:-

He tries to incorporate other's opinions and respect others feelings, and solve the turbulent issues with a problem solving approach

(c) **Authoritative or despotic leader:-**

Imposes his values and views on others and dominate the discussions.

An effective leader discusses the topics assertively by touching all sides and trying to help the group in a G D to reach the objective. Such a leader displays leadership qualities like clarity, objectivity, perception, poison and communication skills. He coordinates and directs the G D by contributing valuable insights. He motivates and inspires the team members.

(3) Openness

In GD, permit others to open their ideas and evaluate your own ideas. Some persons change occasionally from their stand points and opinions. Such people are fickle-minded or whimsical. Some people are not flexible but stubborn and obstinate. They never adjust and never change from their stand points. It is better to maintain a middle stand that is open and acceptable to all. If you deny the possibility of change, it will be an indication of dogmatism.

(4) Assertiveness:-

While presenting ideas try to become emphatic, positive and confident. Don't be aggressive. An aggressive person uses negative body language while presenting his views. Assertive persons display positive body language, while speaking and listening to others.

(5) Initiative:-

Some people have a tendency to start a GD to get initial benefit of the points. Before starting , you should be well prepared, and confident. Don't fumble or stammer. A choppy , cluttered and prejudiced beginning will be an indication of total failure in the presentation.

(6) **Motivation and attentive listening**

A person with a leadership skill will always encourage the participants in the G D.

Some participants are more keen to speak rather than listening to others. This is a negative trait. Members who participate and at the same time encourage others to speak will become good participants or leaders. Listen carefully while others presenting their views. This will help to get new ideas and later to analyse and compare those with your own ideas. Only a good listener can become a good speaker.

(7) Awareness:-

You must be aware of the things that are happening around you. Awareness will help to learn issues and incidents and later to collect facts for proper analysis in GDS.

Dynamics of group behaviour and mannerism

The behaviour of the group has a very important place in group tasks. The members may have different opinions and sometimes go off the track now and then. If there is digression, remember the purpose, goal, or task in mind and bring the discussion back to the stated focus. Discussion should take place in smooth and proper manner. The ingredients of a successful G D are given below

(1) logical ideas

(2) poised demeanour

(3) supportive attitude

(4) balanced views

(5) team spirit

(6) participants should be well behaved

(7) there should be a group leader

(8) Some additional necessary points for dynamics of group behaviour are given

Below:

(1) Be friendly and approachable so that your co-participants can easily talk to you.

(2) Don't be grumpy, haughty or impassive.

(3) Create co operative and conducive environment to encourage healthy participation from the group members in the G D.

(4) Don't hurt the feeling of others. Be simple and humble. Humility is a virtue that is always appreciated. Never rebuke and belittle other persons.

(5) Presence of mind, humility, tranquillity , tolerance and ability to adapt and respond to situations are some essential qualities of a participant.

(6) Don't become dominative or dismissive and never dismiss the points of others to score more points.

(7) Support your ideas with facts, figures, data, and experiences.

(8) Present the ideas in a calm and collected manner. Try to convince others with enough arguments.

(9) Don't be provoked and be calm and pleasant. Don't be emotional because it makes a person irrational.

(10) A GD is meant to test your team skills. When you present your facts you should address the entire group and not one or two members of the group. Don't start with talking or arguing with others. Try to avoid heated debates.

(11) Group members should respect each other and maintain friendship.

(12) The qualities of a good leader are given below:

Clarity	erudition
Objectivity	maturity
Discernment	amiability
Expression	patience
Composure	motivation

Types of group discussion

(1) Topic Based

(2) Case Based

Topic based GDS are three types

(a) factual topics

(b) abstract topics

(c) controversial topics

(a) Factual topics are related to day-to-day life like , soci-economic facts or environmental issues. Eg. Tourism in India, Higher education in India.

(b) Abstract topics

These are given at the higher level and intangible in nature.

Approach the topic with innovative and lateral thinking.

Eg. Topics like " Money makes you poor ",

"Blue is better than green'' etc

(c) Controversial topics

During the presentation of these topics participants may have divided opinions. These topics are given to observe the maturity level of the

Participants on such issues. During discussion you should not lose your temper and don't present narrow interpretations.

Eg. Topics like , Abolish reservation in India, or Women are unfit for teaching.

Case study based discussion:-

These are real-life stimulated situations. These involve some kind of problems which are to be solved. There is no right or wrong answer but your approach to the solution is more important.

Opening of a G D

(1) Don't open the GD in a hurry

(2) Start the discussion when you have enough points to set in motion

(3) Avoid poor beginning and hasty ending

(4) summarise the important points in conclusion

(5) The language used for presentation should be understandable, appropriate and suitable for a formal occasion.

Tips for Group Discussions

Sit comfortably. Don't be in a hurry

Keep a track of time. Don't be silent

Share time fairly. Don't dominate others

Encourage all for participation and don't behave like a chair person, listen the topic, organize ideas, don't appear to be restles/ impatient or dismissive.

Steer the discussion smoothly, Provide vital points, reveal opinions, be curious.

Maintain eye contact, look relaxed and comfortable.

Allow supporters to be to the track.

Be friendly and approachable

Don't feel scared or emotional

Don't speak fast / digress or deviate

Don't use slang and behave like an evaluator

JOB INTERVIEWS

Objectives:-

This chapter will help the learners to understand

(1) what is an interview- Job interview- its importance in selection procedure

(2) various personality traits that are assessed during job interview

(3) Different stages of job interviews that are held before recruiting candidates

(4) Different types of job interviews

Introduction:-

The word interview is derived from the words "Inter" and "view". 'inter' means between and 'view' means 'to see'. It gives an opportunity to the employer to see the candidate and later to test him whether he is suitable for the post. The employer will check the desired skills like qualification and knowledge of the candidate.

Process of Job Interview

Aim is to examine whether a candidate is suitable for a post.

There will be a panel of 3 to 4 members in the interview board who sit on one side and the candidate sits on the other side. The interviewers ask questions about his job history, personality, work style, and other factors relevant to the post

e.g. (a) Tell us about yourself

(b) what are your strength and weaknesses?

(c) How will you contribute to our company?

(d) The candidate will get time in the end to ask his clarifications and to clear his doubts from the members of the interview board.

The duration of the interview may vary according to the level of the post. The interview process may involve analysis, tasks like group activities, presentation exercises, psycho metric tests and the interaction between the candidate and the members of the board.

To excel in an interview

(1) Gather information

(2) establish a rapport

(3) make clear that you want the job

(4) set the stage for the next step

(5) create a final good impression

(6) get an actual offer

Stages in Job Interviews:-

(1) screening of application (2) Appraisal of curriculum vitae (CV)

(3) competency tests | technical knowledge test (4) psychological test | aptitude test

(5) group discussion (GD) (6) negotiations (7) medical test

Types of Interviews

(1) Telephonic / phone interview:-

This is the interview conducted over the phone. It is used as a tool for the first round screening. It is easier than face to face interview but requires through preparation on the part of the candidate. Candidate's voice plays a key role. It helps to test candidate's suitability for the job from various perspectives

(2) Technical Interview:-

Here the experts on the panel try to assess the candidate's knowledge in the subject. Questions will be related to the subject and the candidate is expected to give accurate answers for these subject oriented questions

(3) Behavioural Interview:-

This interview is based on the notion that a candidate's past behaviour is the best indicator of his future performance. The interviewer asks the candidate to recall specific problems that he has faced . Some of the model questions will be like these:

(1) Tell me about a project you worked on , where the requirements needed to be changed . what did you do?

(2) Tell me about a time, when you took the lead on a project. What did you do?

(3) Describe the worst project you worked on?

Stress or Skeet Shoot Interview:-

Here the candidate is asked a series of questions by the panels in rapid succession to test his ability to handle stress filled situation. The candidate need to be mentally alert since there are more than one question at a time. This interview helps to test applicant's behaviour in a busy environment. Question about handling work overload, dealing with multiple projects and handling conflict are typical questions.

There is another type of interview to assess how the candidate handles pressure or to purposely evoke emotional responses. Here the interviewer pretends very busy and behaves in a hostile manner asking questions in a challenging style.

Psychometric / Aptitude test:-

This is to judge a candidate's personality. Asking 50 to 60 questions to test the Candidate's aptitude and knowledge. If the candidate clears this round, he is asked to appear for a GD round and finally an HR (human resource) round.

Desirable qualities:-

While appearing for job interviews, the candidate is expected to reflect the following traits:

Clarity of thought
Balanced point of view
Logical thinking
Sincerity
Capacity to conceptualize
Presence of mind
Cool composure
Maturity
Openness
Good understanding of fundamentals

Preparation for a successful interview

Before attending the interview the candidate should do the following

(1) **know the company**:-

know the details of the company from individuals or from website.

(2) projects under taken:-

understand the expected projects of the company in advance

(3) **Growth:-**

The starting and development of the company.

Appearing for the interview without proper understanding of the company may reflect the candidate's lack of preparation for the interview.

Know yourself:

Before appearing for the interview a candidate should think about himself.

His abilities, positive and negative qualities, his strength and uniqueness etc.

He should prove that he is competent and qualified for the job.

Some common interview questions are given below.

(1) Tell me about yourself

(2) What is your greatest strength?

(3) What is your great weakness?

(4) Are you a team player?

(5) Explain how you would be an asset to this organization?

(6) Why should we hire you?

(7) Why do you want this position?

(8) Where do you see yourself five years down the line?

(9) Why have you applied for this job?

(10) What are your major strengths?

(11) What are your views about this post?

(12) What type of work do you like to do best?

(13) What are your interests outside of work?

(14) How does your education or experience relate to this job?

(15) How do you handle stressful situations?

(16) Describe your management style

(17) How do you define success?

(18) Why are you here?

(19) What motivates you to work?

(20) What kind of person are you?

(21) Who is your role model other than your family members?

(22) What salary do you expect?

(23) What can you do for us?

(24) What are your hobbies?

(25) Who is an effective leader according to you?

Some employers are interested in candidate's questions. So before attending the

Interview a candidate should prepare some intelligent questions to put before the employer. The questions should be connected with the company matters and the job.

Tips for success

(1) Effectively communicate your professionalism, both verbally and non- verbally

(2) Dress professionally and neatly groomed. Be smart

(3) Face others with your head up to show your confidence

(4) During shaking hands , hands should be strong and firm. A weak , limp handshake signifies nervousness and lack of enthusiasm

(5) Sit up straight your hands relaxing completely and lean slightly forward in the chair to exhibit confidence and interest

(6) Maintain eye contact while answering questions

(7) Don't sit on the edge of the chair. It indicates tension

(8) Smile occasionally to show enthusiasm and interest. Stay positively.

(9) Don't move legs a lot. It is distracting and shows uncomfortable nature

(10) Don't put one leg on the other while sitting. It shows arrogance

(11)Thank with words of leave taking in the end of the interview

(12)Don't speak in a monotone. Express ideas in variation of tone and pitch

(13)Don't make sounds too loud, apologetic or nervous. Be mentally alert

(14)Exhibit confidence, walk confidently and briskly

(15)Appear assertive, and keep eyes and mind focused with an attractive facial expression

(16)Don't tell lies and never blame others

(17)Don't find fault with your earlier employer or company

(18)Don't make tall claims about your skills. Don't be proud

(19)Don't bluff about issues you are not aware of

(20)Don't use vocalized pauses while answering

Telephone skills:-

Telephone or cell phone has conquered the contemporary world of communication. Life

Without cell phone is unthinkable and now it has conquered the present generation. Most of the interaction connected with business take place through telephones. Some tips to remember during telephonic conversations are given below:

(1) While starting conversation introduce yourself after "Hello"

(2) After identification of the speaker use appropriate language and style suitable to the situation.

(3) Speak in a polite and pleasant manner by using style like "Hello, may I know who is calling? How can I help you ?, Good morning etc.

(4) Give up the habit of putting people on hold while one talk to others. This is annoying to those who have made the call

(5) If the persons are busy on both sides it is better to stop and promise to call later.

(6) Use only essential words and points. Don't speak like in a face to face conversation

(7) End the call on a pleasant note like "thanks for calling" – you are welcome.

(8) Try to create a positive picture about you in the mind of other person.

(9) Speak in a clear and controlled voice

Model Question Paper

1st semester B.A/B.Sc/B.com/ B.B.A examination

English – Common Course

AOI- Communication Skills in English.

(private/ SDE)

Time 3 hrs **Total Weightage.30**

I Answer the following questions **(weightage. 4×1=4)**

(A) choose the correct answers.

(1) The vowel in the word "fight"

(a) | ai | (c) | i |

(b) | f | (d) | t |

(2) The final sound in "gas"

(a) | s | (c) | g |

(b) | z | (d) | a: |

(3) The third sound in "bush"

(a) | s | (c) | ʃ |

(b) | z | (d) | h |

(4) The initial sound in 'church' is

(a) consonant (c) diphthong

(b) vowel (d) none of the above

(B) Name the following

5. The rise and fall in human voice
6. Zone shared by close relatives and friends
7. Words that are spelled differently but pronounced alike
8. A comprehension test that is designed to evaluate the learner's understanding of the language.

(C) Match the following

	(a) is a healthy diet
9. Either Sunil or his sisters	(b) are good for health
10. The poet and the philosopher	(c) have done this
11. Bread and butter	(d) is dead
12. The officer with his men	(e) was killed in a quarrel

II Answer each of the following in 2 or 3 sentences

(weightage 9×1=9)

13. Re write in normal spelling | kla:sp |
14. Define a syllable?
15. The beggar requested the police man to show him the way in to the railway station (Re write in to direct speech)
16. I am very hungry,..... (use question tag)
17. Fill up with suitable prepositions

I am thankful — you —your help

18. Change the degrees of comparison in the following

The peacock is more beautiful than any other bird

19. Complete the following with appropriate clauses

(a) If you run ----------

(b) ——— you will succeed

20. Mark the stress in the following words

(a) photographer

(b) eleven

21. Choose the appropriate words / phrases and fill in the blanks

(a) I have not met him ____ a long time (since / for)

(b) The word 'brunch' is an example of (eponym / blending)

III Answer any 5 of the following in a paragraph not exceeding 100 words each (weight age 5×2=10)

22. Transcribe the following words

(a) Butterfly

(b) examination

(c) study

(d) college

(e) measure

23.Modal auxiliaries

24. The uses of present perfect continuous tense
25. Barriers to communication
26. Intonation
27. Different types of interviews
28. Verbal Communication

IV Attempt any 2 of the following in not more than 300 words each :

(weightage 2×4=8)

29.Write an essay on the sounds in English

30.Evaluate the role of Body language in non- verbal communication.

31.Discuss the important personality traits usually evaluated in group discussions.

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